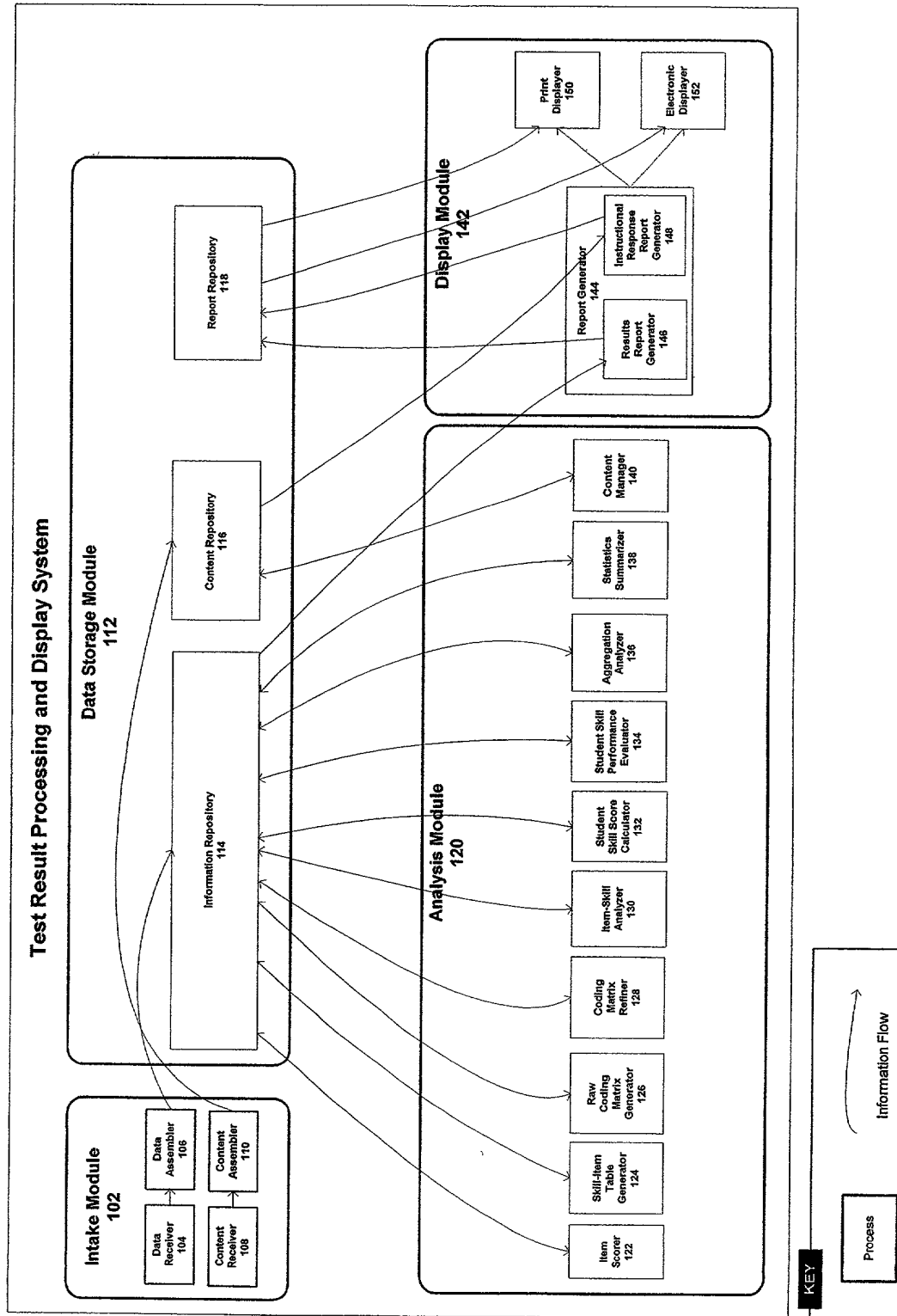
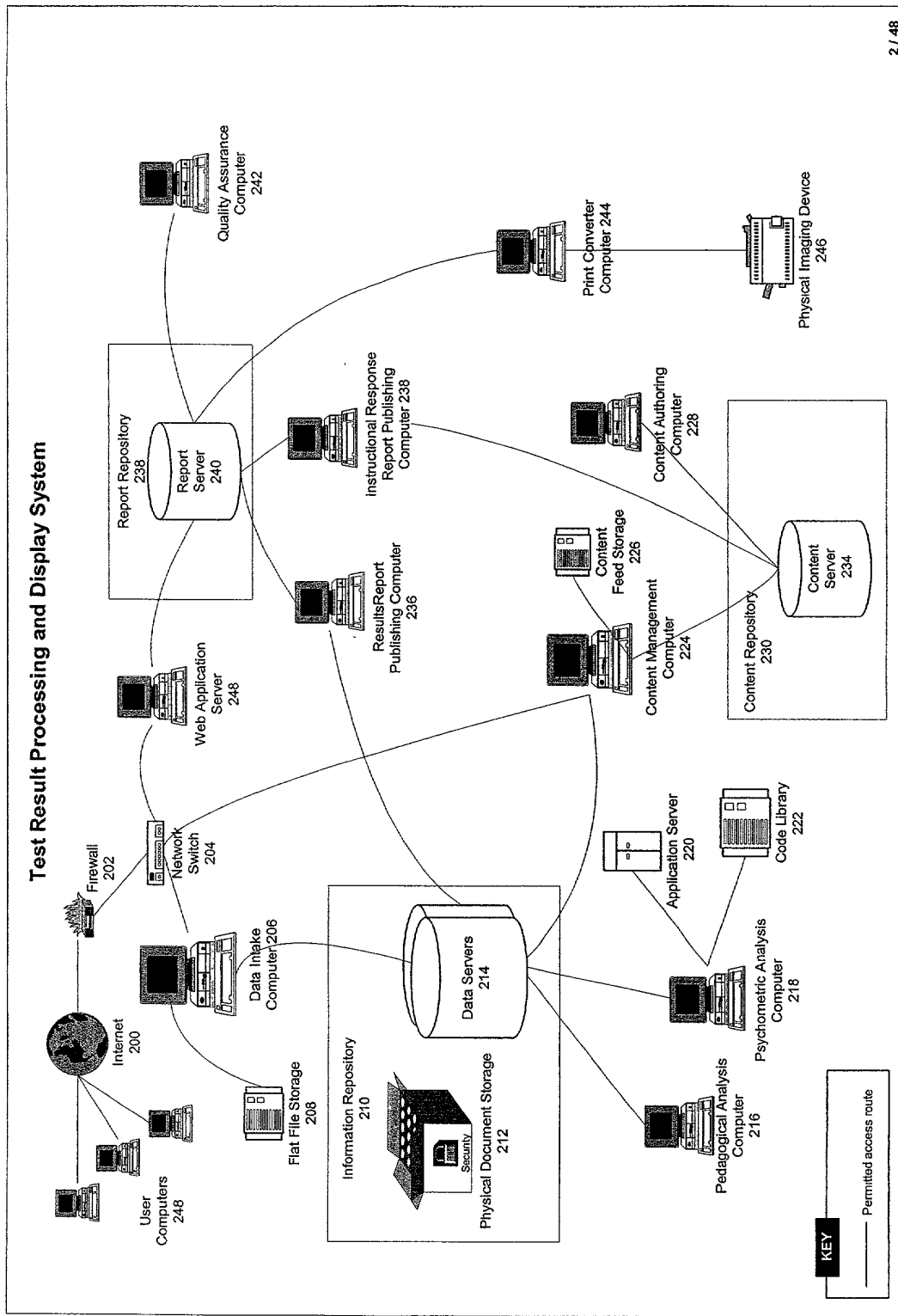


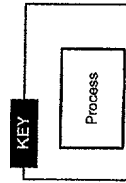
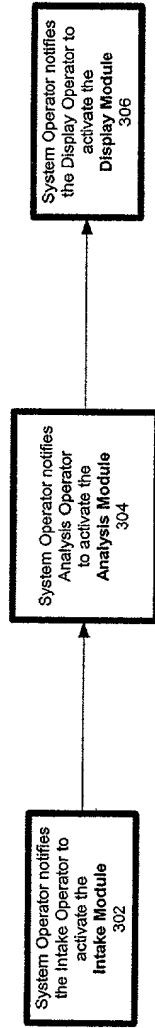
**FIGURE 1**  
Diagram of the System



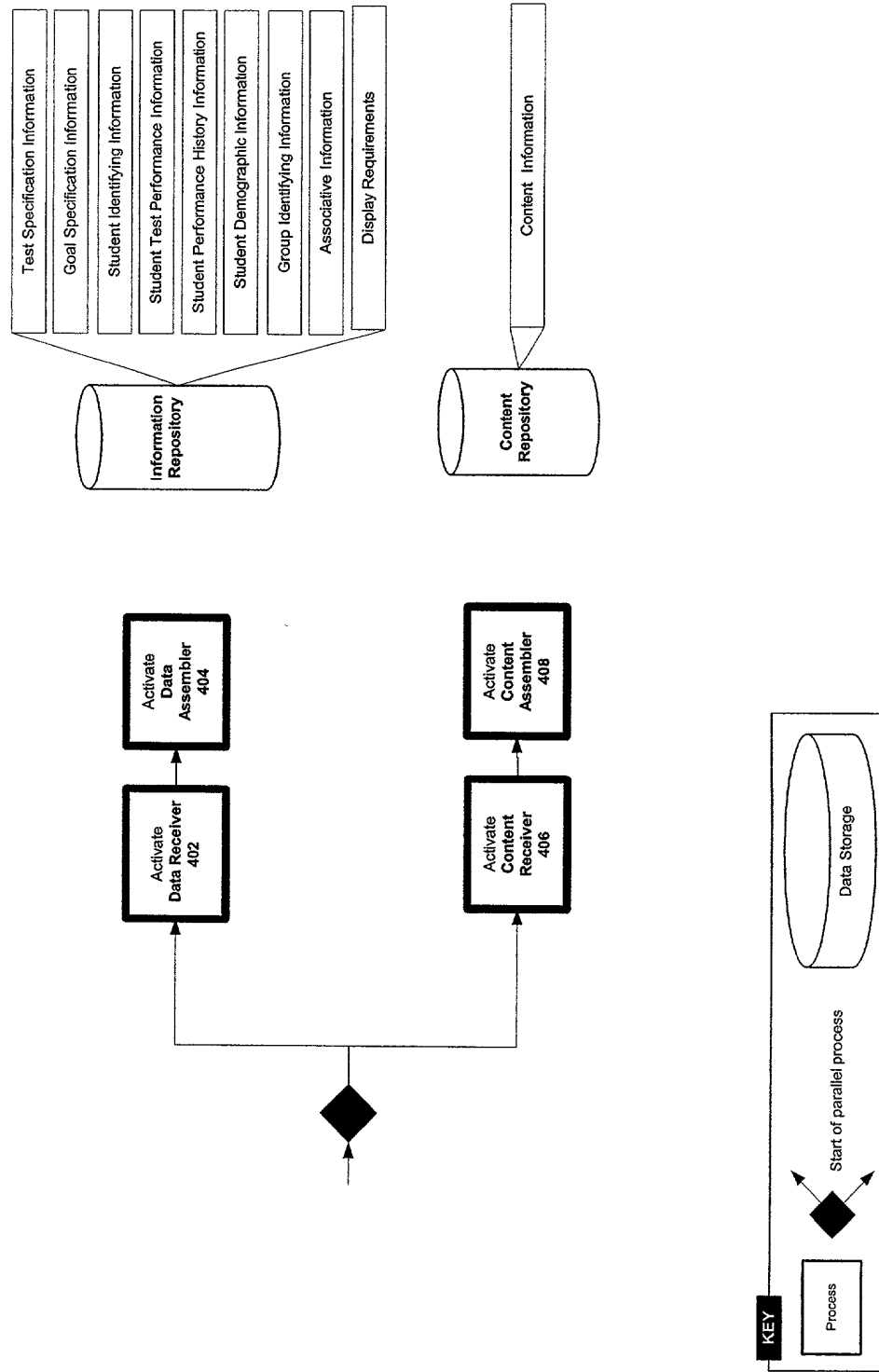
**FIGURE 2**  
*Technical Components of the System*



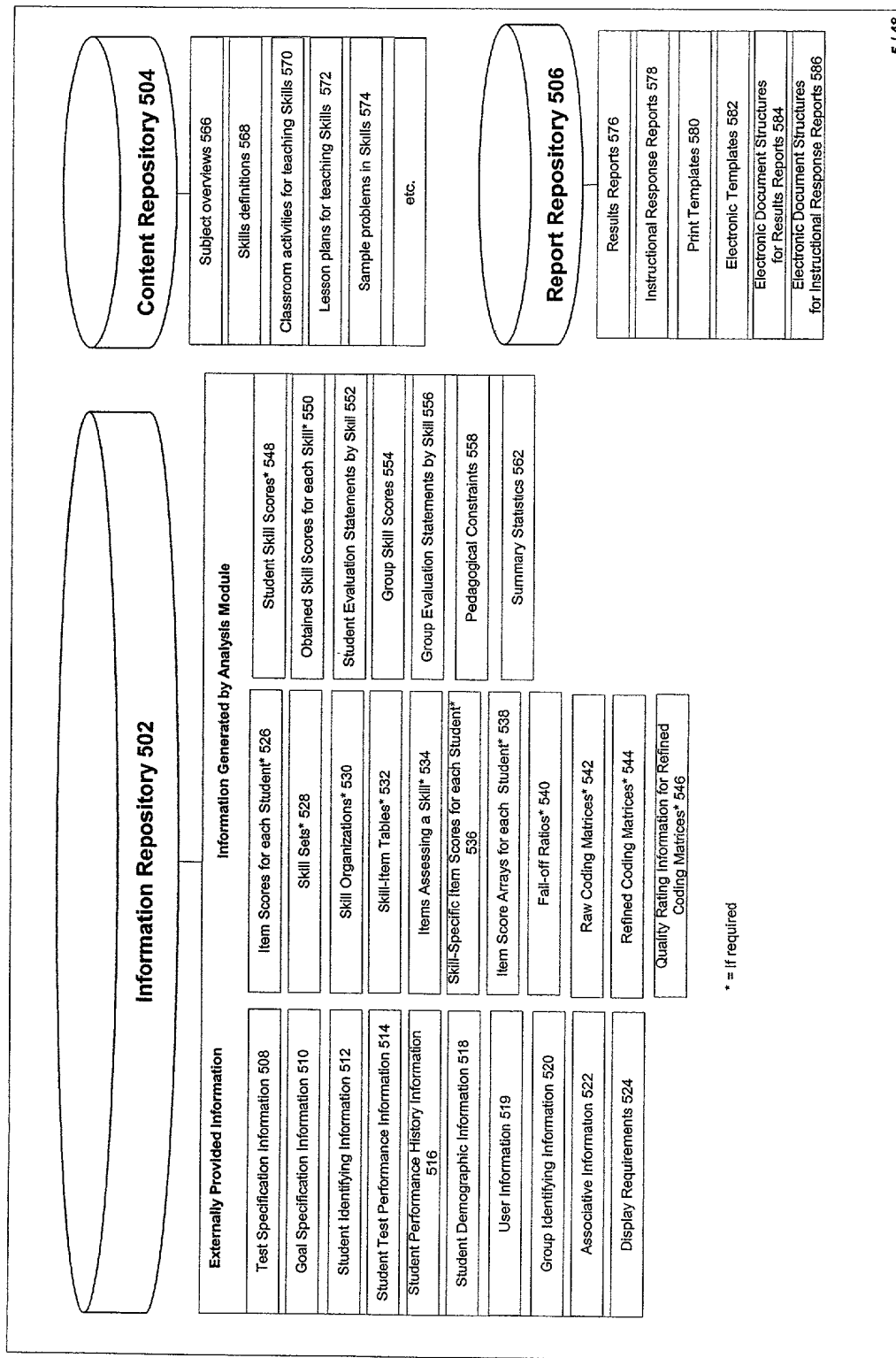
**FIGURE 3**  
*Flowchart of the System*



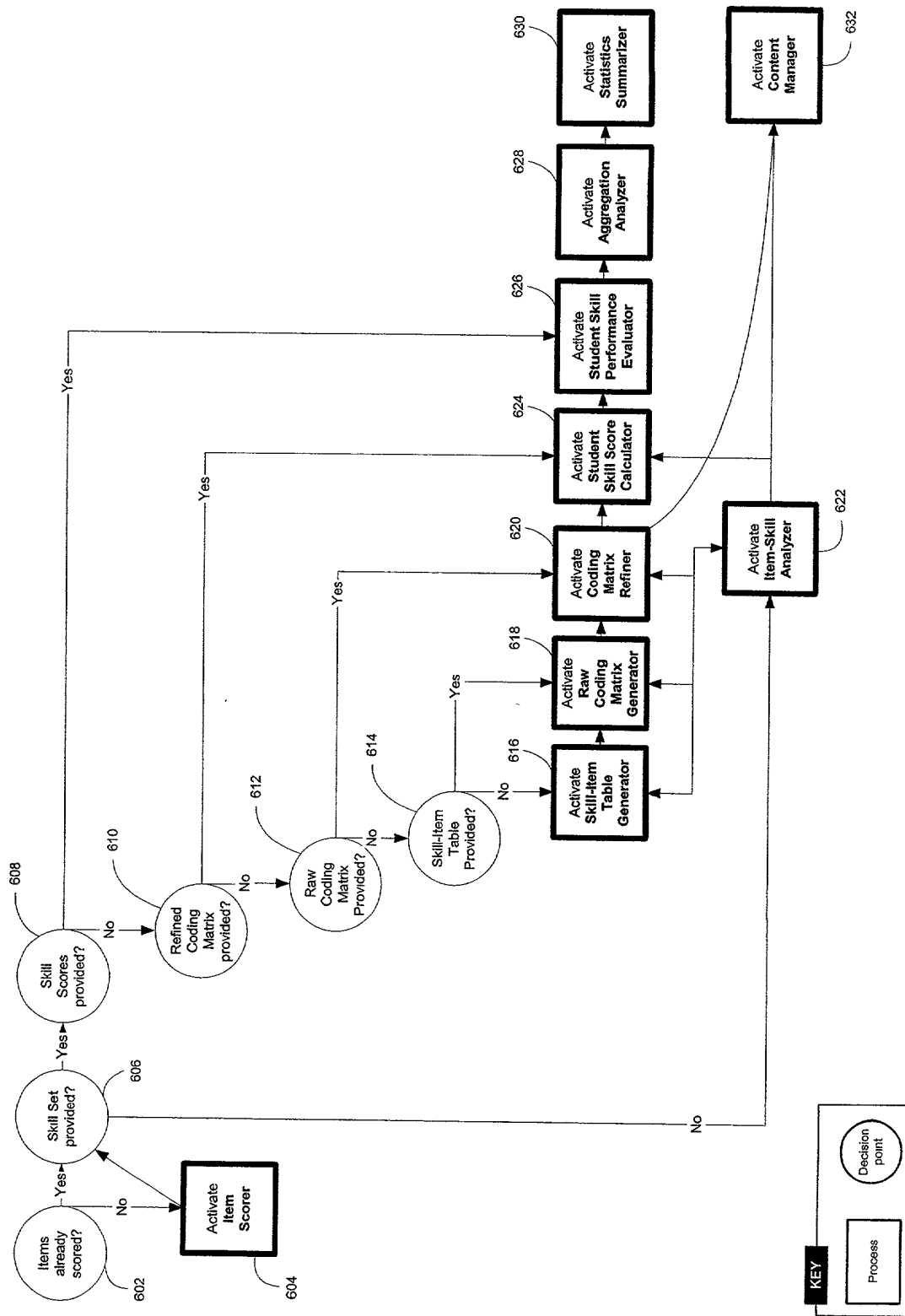
**FIGURE 4**  
*Diagram of the Operation Components of the Intake Module*



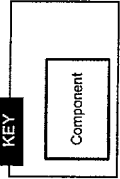
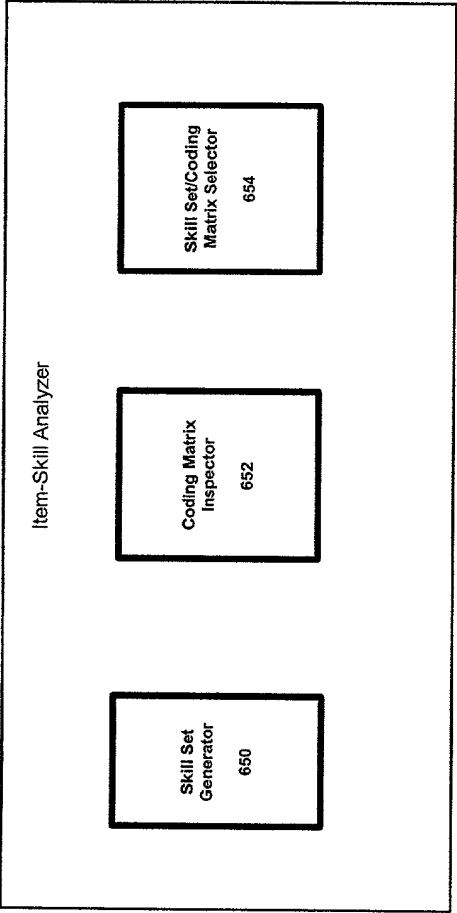
**FIGURE 5**  
*Diagram of the Data Storage Module*



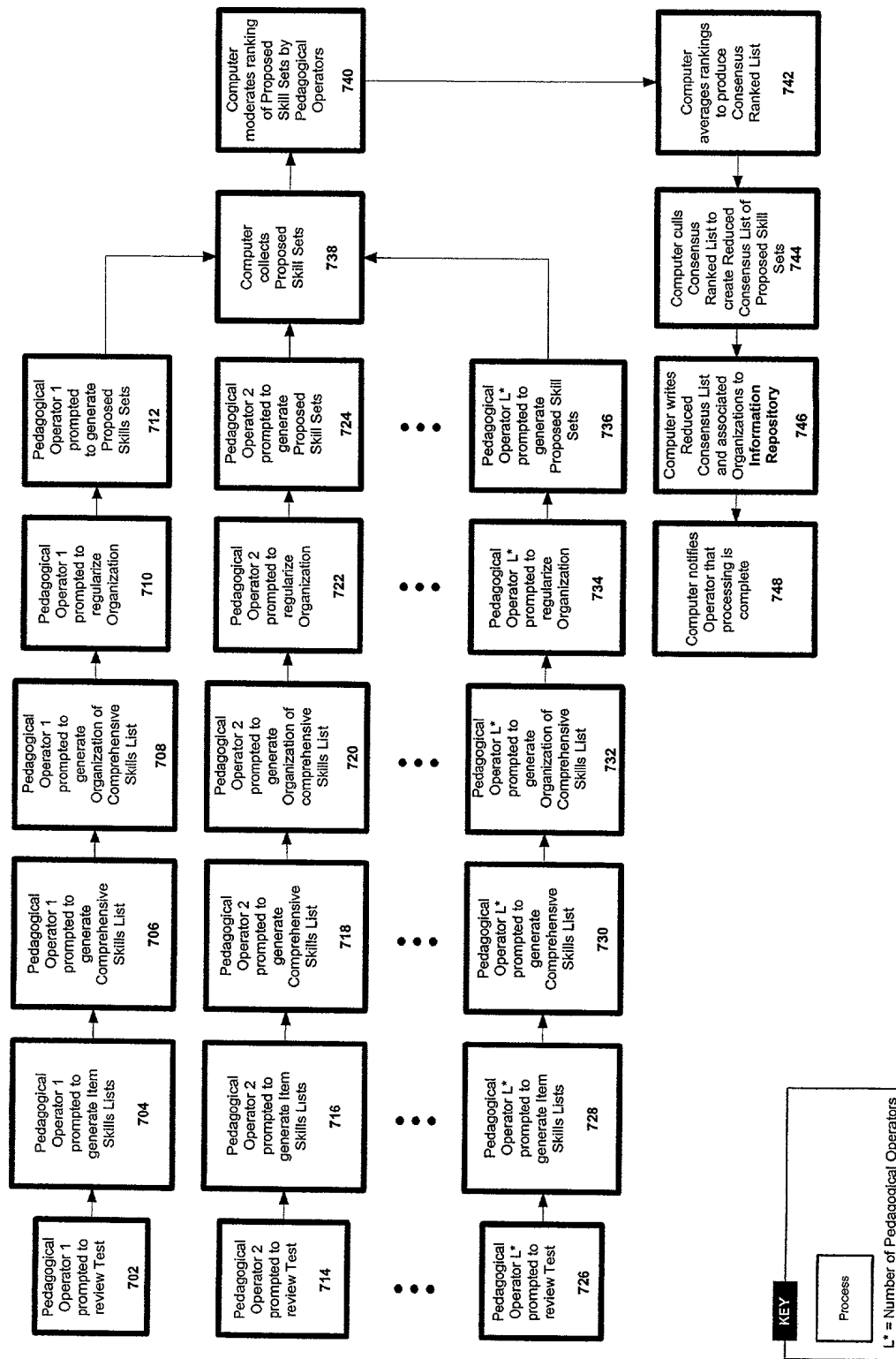
**FIGURE 6**  
Flowchart of the Analysis Module



**FIGURE 6A**  
*Block Diagram of Item-Skill Analyzer*

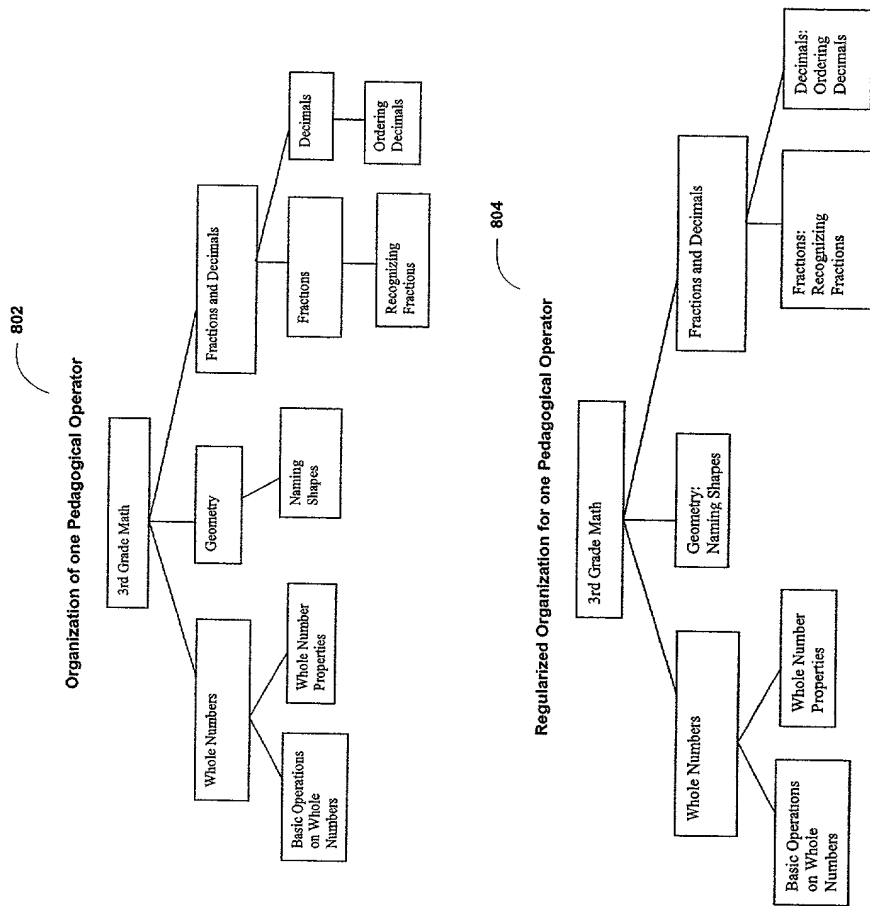


**FIGURE 7**  
*Flowchart of the Skill Set Generator*

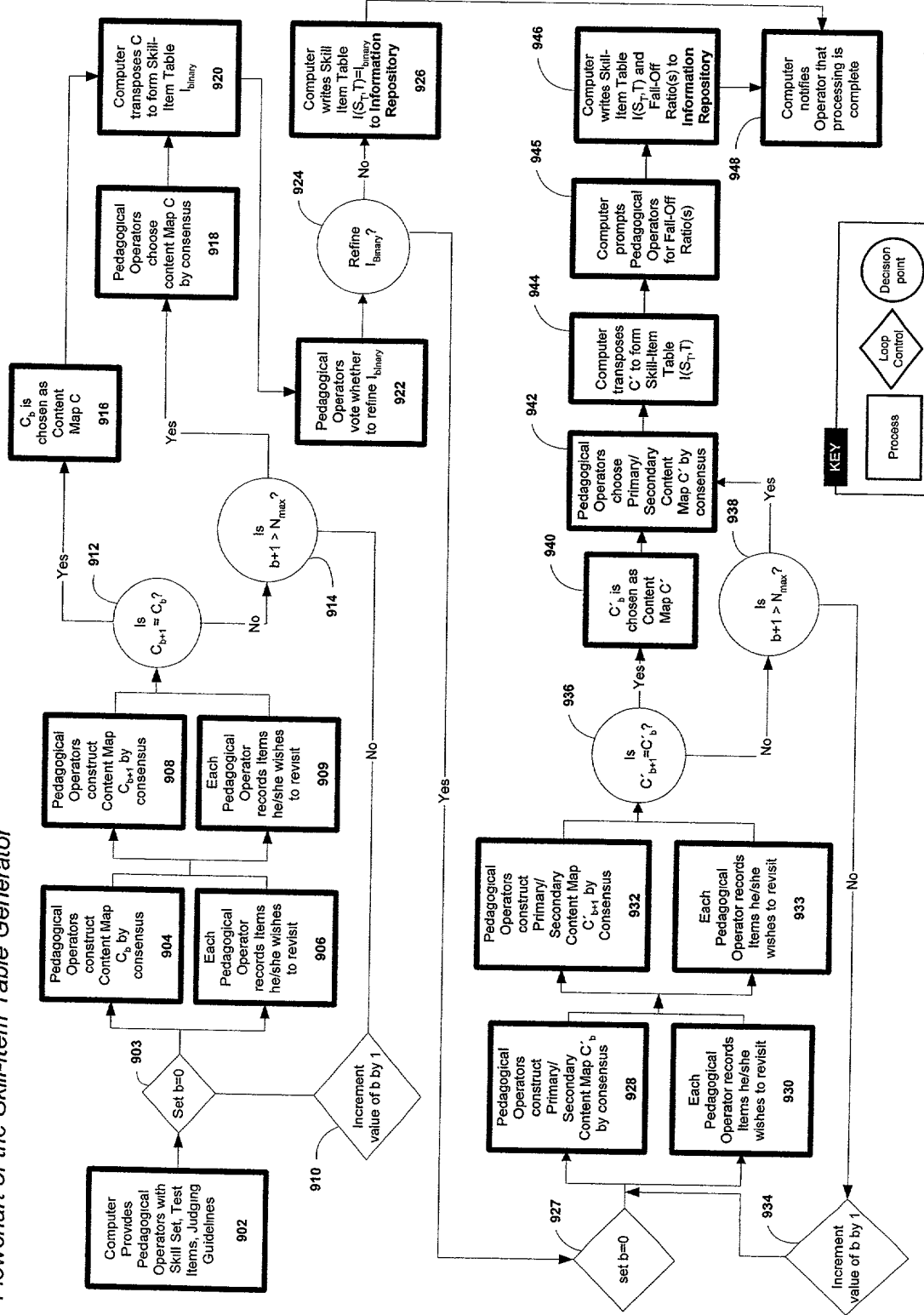




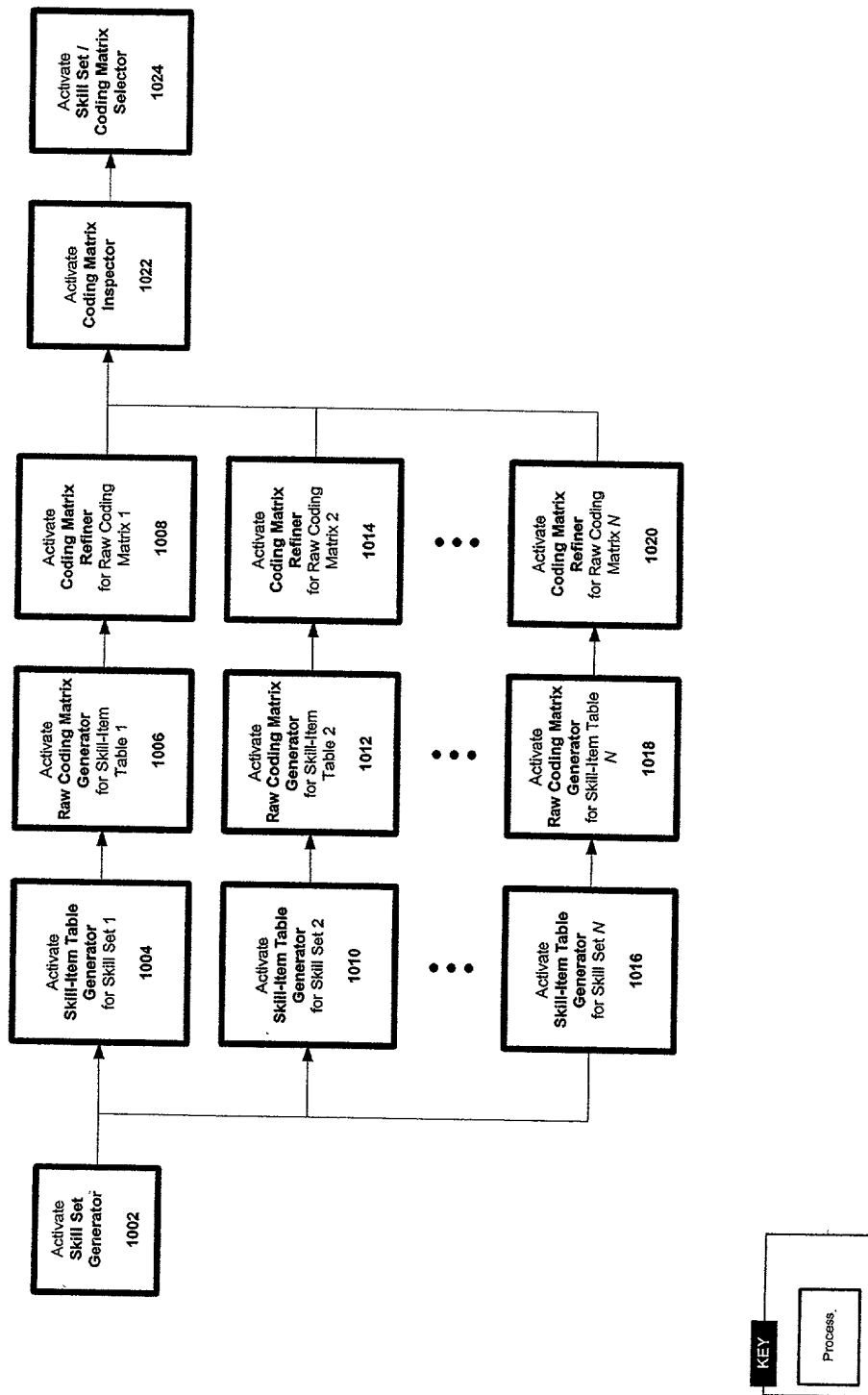
**FIGURE 8**  
*Diagram of Skill Organizations*



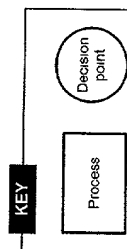
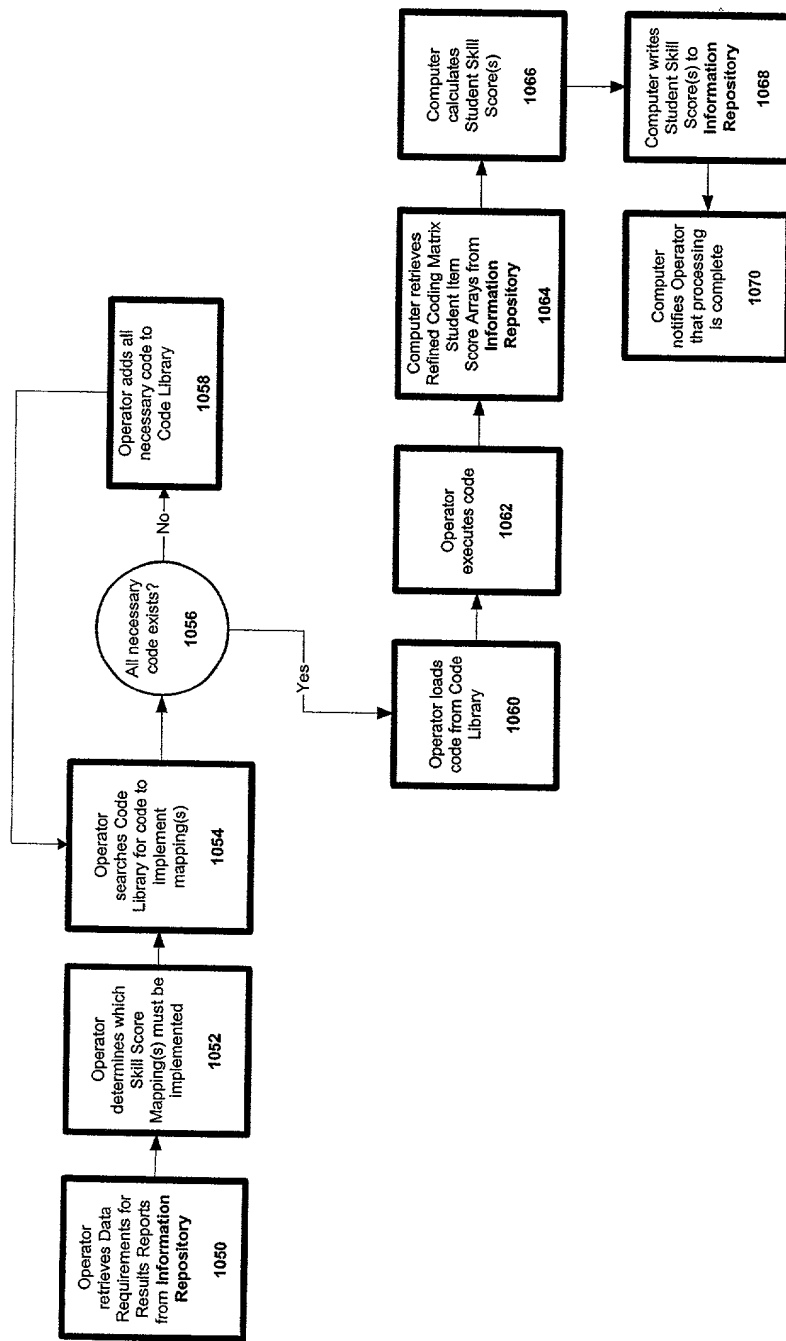
**FIGURE 9**  
Flowchart of the Skill-Item Table Generator



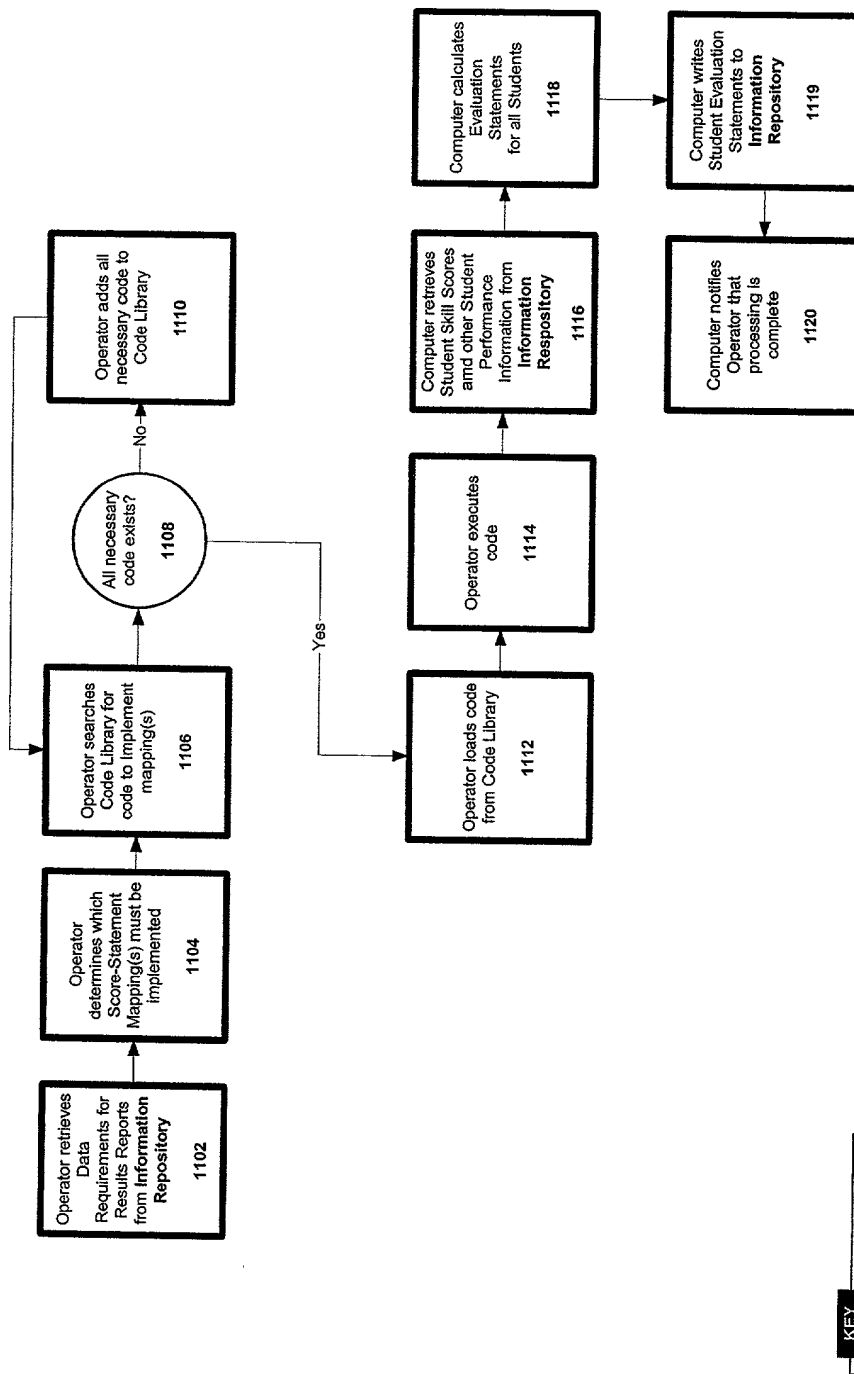
**FIGURE 10**  
*Flowchart of the Item-Skill Analyzer*



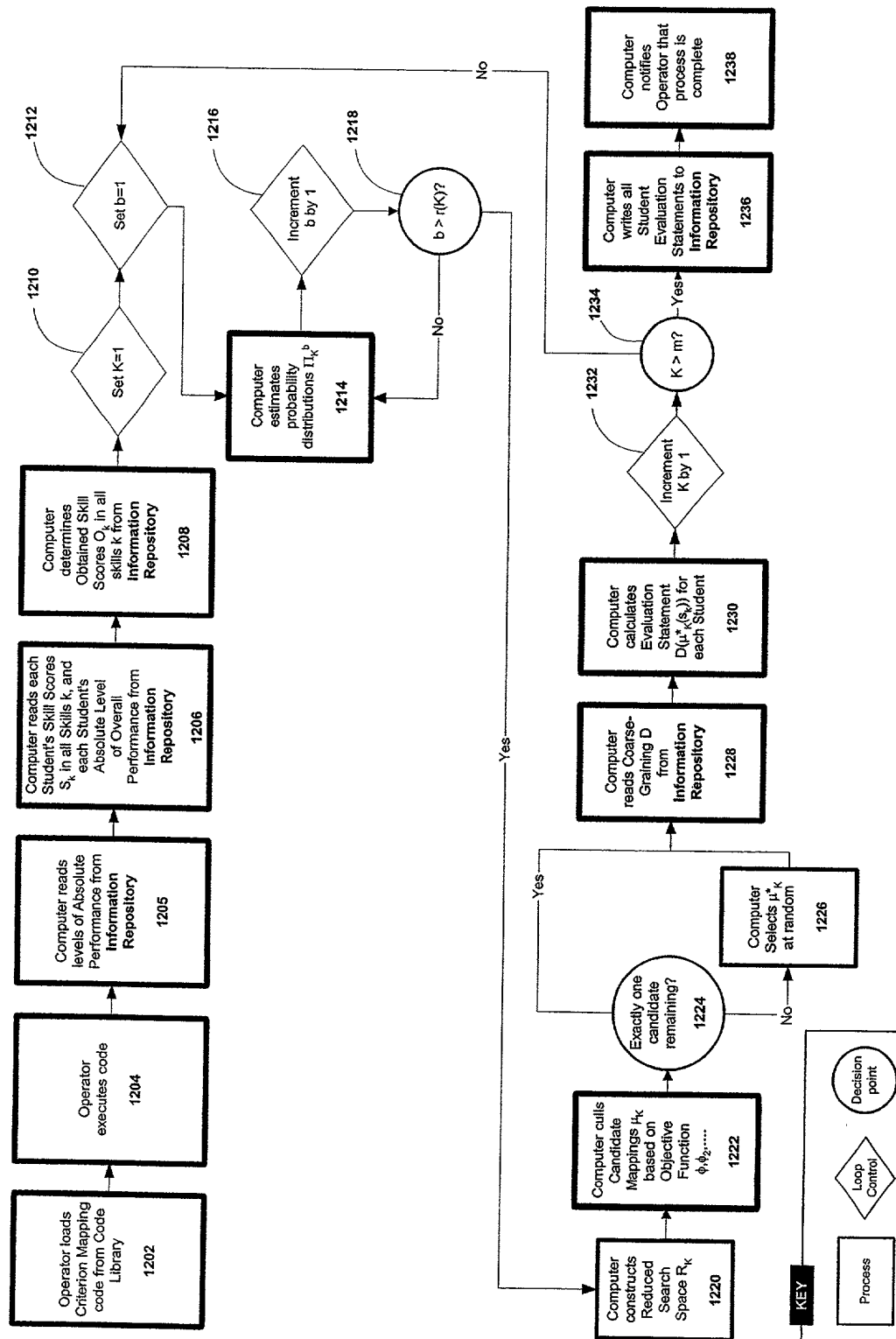
**FIGURE 10A**  
*Flowchart of the Student Skill Score Calculator*



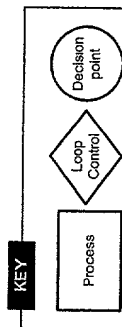
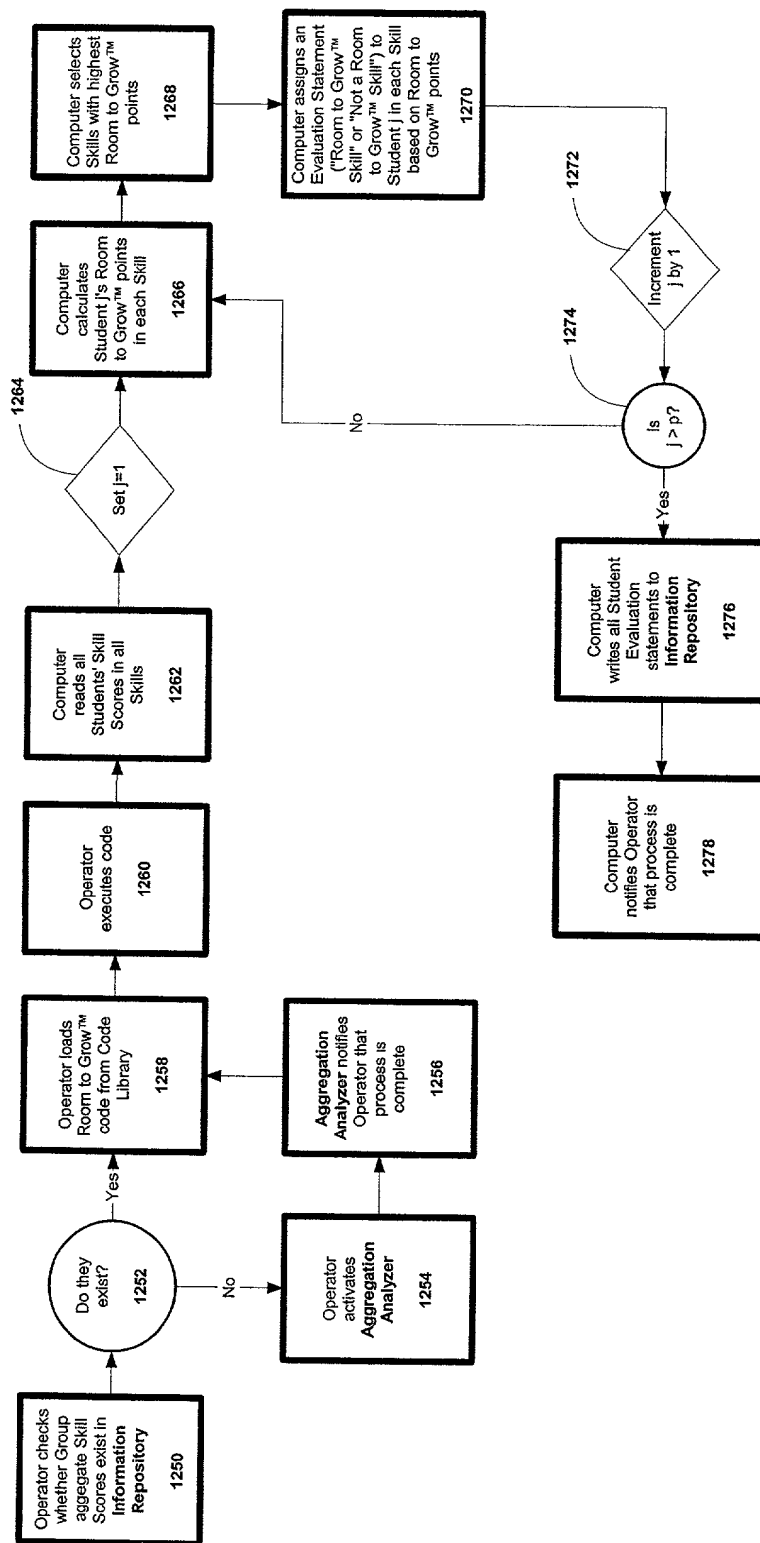
**FIGURE 11**  
*Flowchart of the Student Skill Performance Evaluator*



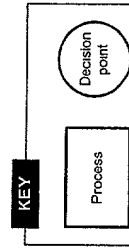
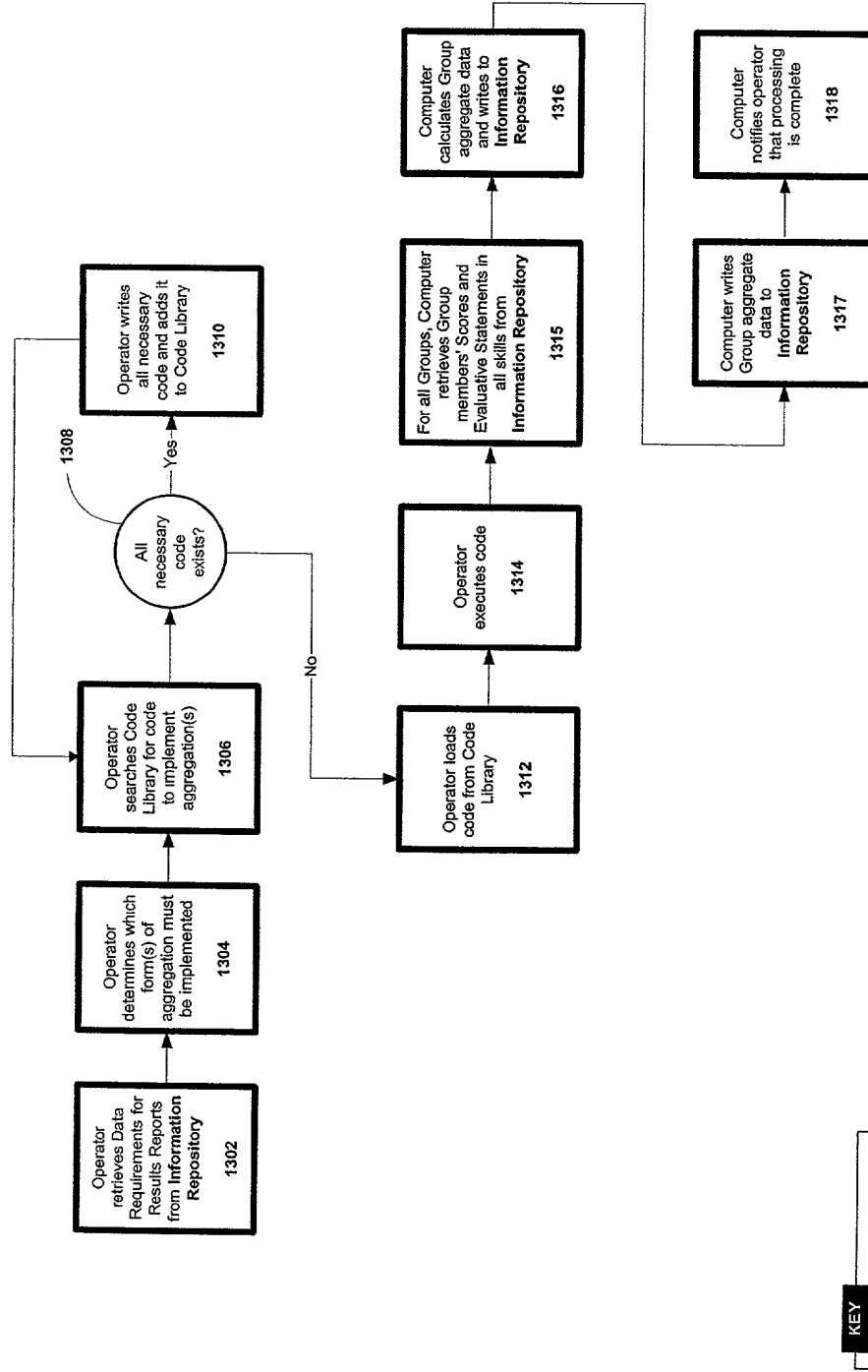
**FIGURE 12**  
*Flowchart of Criterion Mapping Execution*



**FIGURE 12A**  
*Flowchart of a Room to Grow™ Prioritization*



**FIGURE 13**  
*Flowchart of the Aggregation Analyzer*





**FIGURE 14**  
*Flowchart of Utility Aggregation*

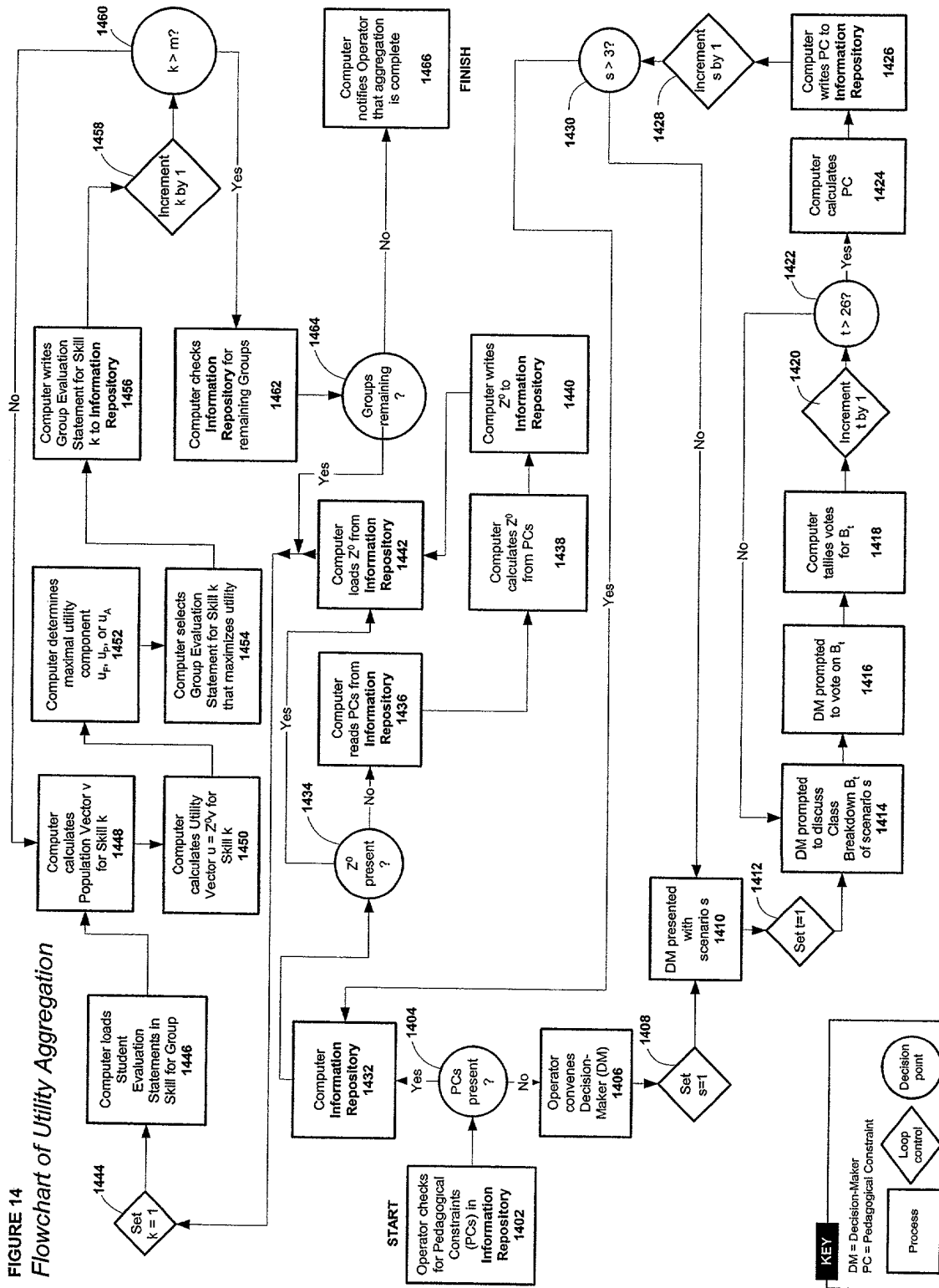
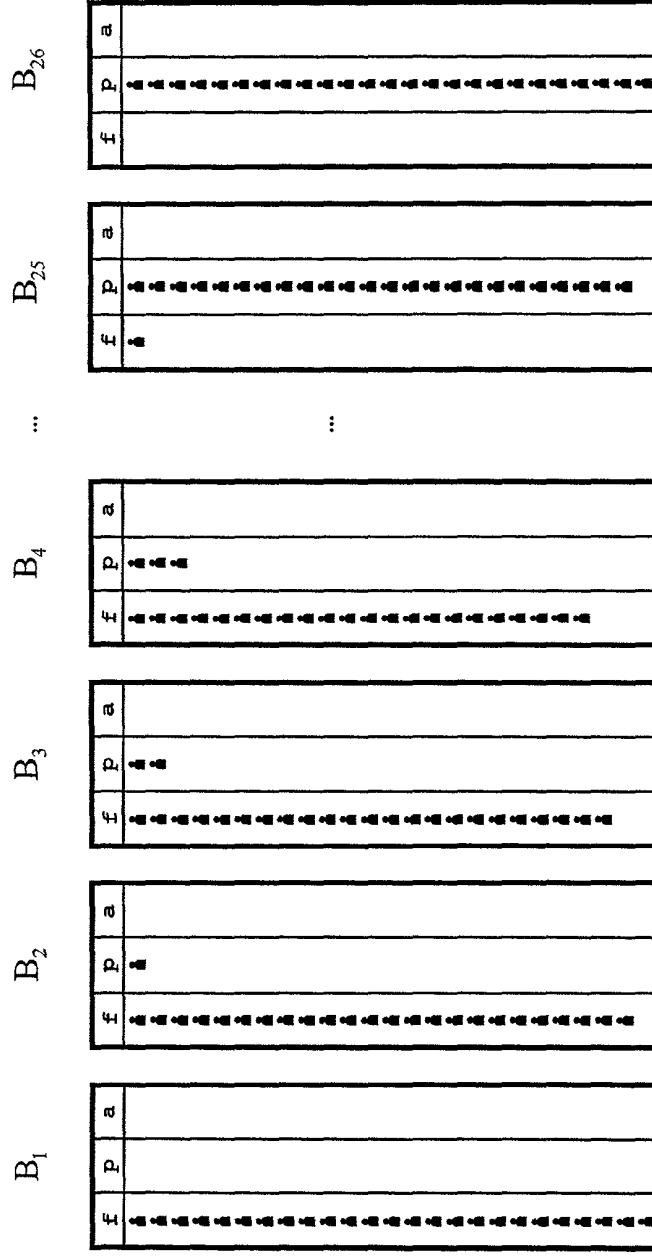


FIGURE 14A  
*Class Breakdowns for First Scenario*







**FIGURE 14D**  
*Flowchart of the Statistics Summarizer*

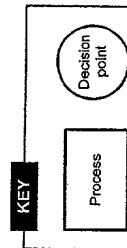
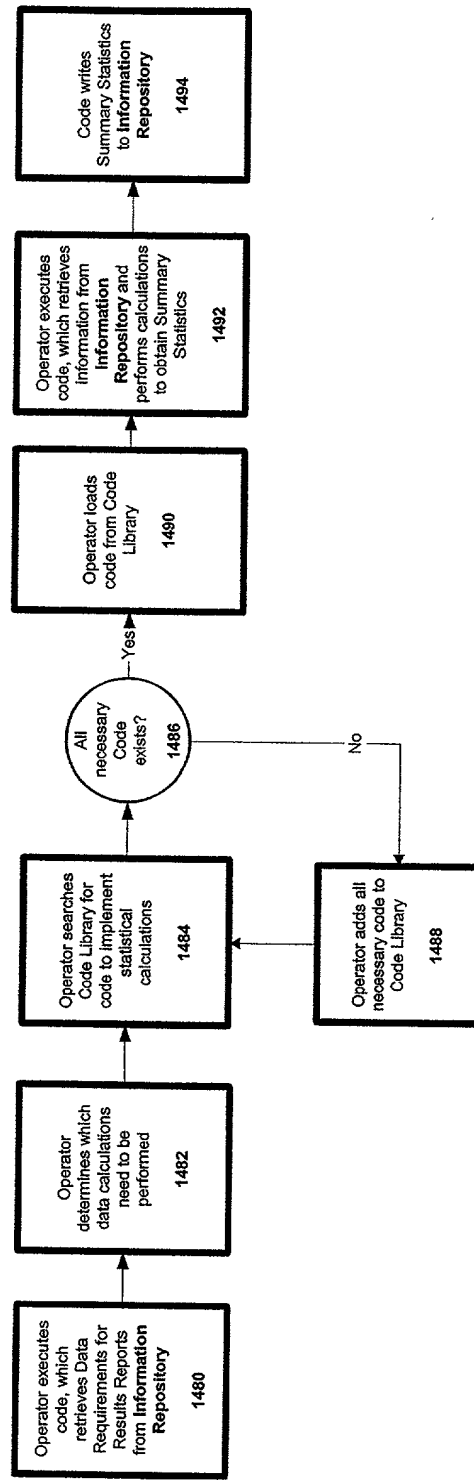


FIG. 15 is a flowchart of the Content Manager. The flowchart starts with a process box 1502, followed by a process box 1503, then a process box 1504, then a process box 1506, then a process box 1508, then a process box 1510, and finally a process box 1512. The flowchart is a vertical sequence of process boxes connected by arrows pointing downwards.

**FIGURE 15**  
*Flowchart of the Content Manager*

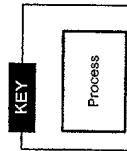
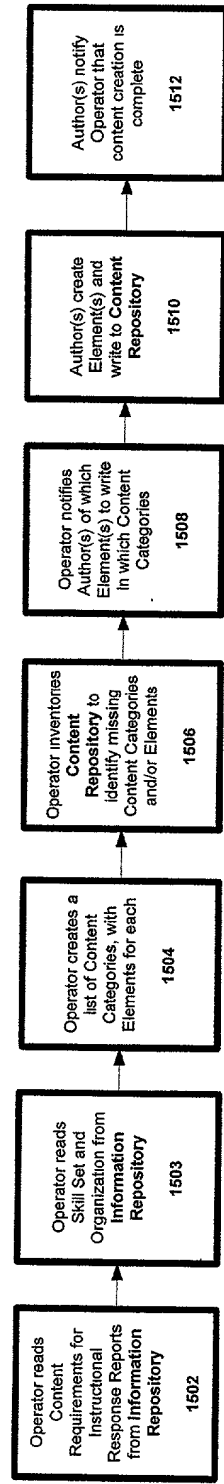
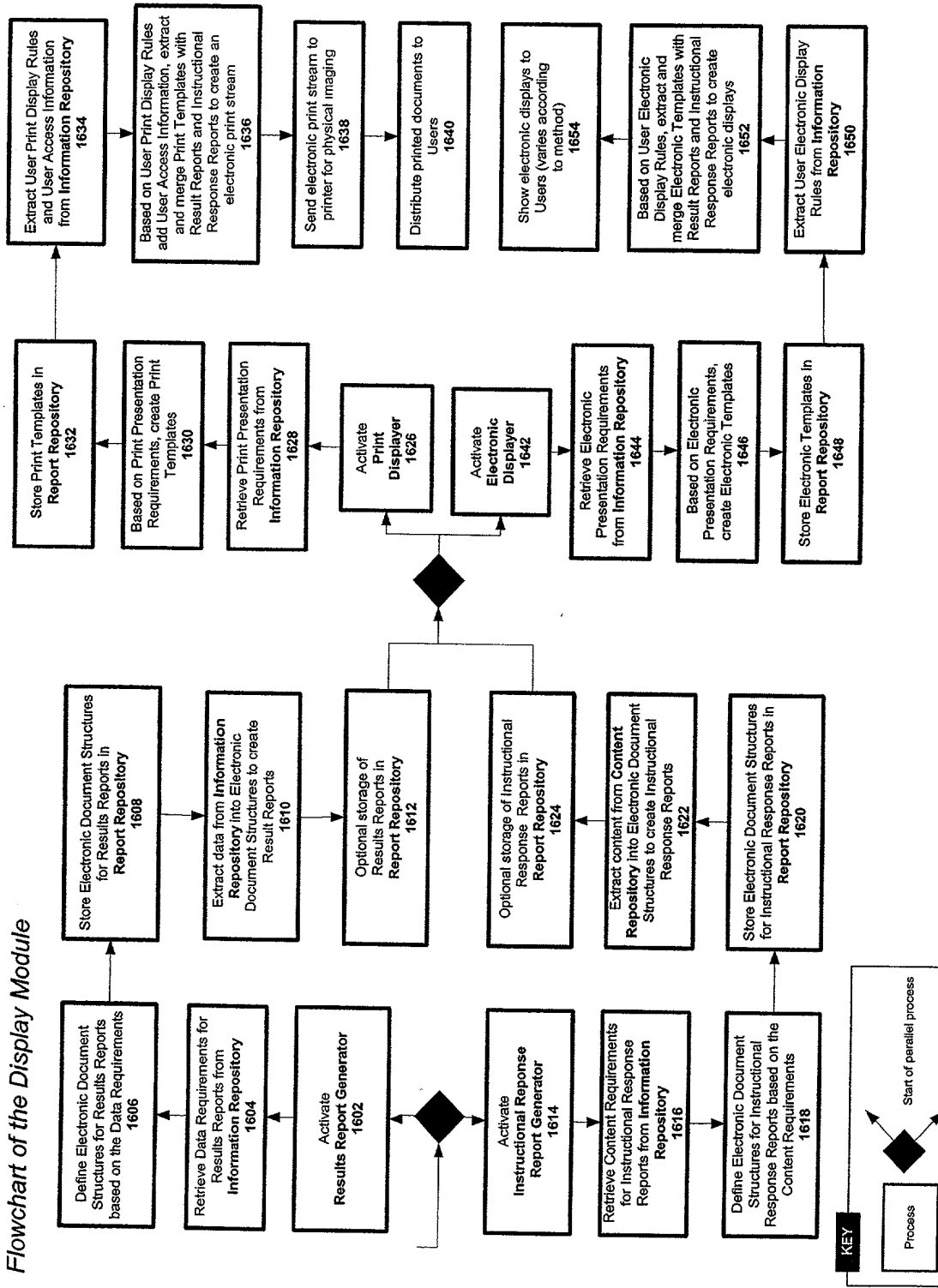


FIGURE 16

Flowchart of the Display Module



**FIGURE 17**  
*Diagrams of a Data Display Requirement  
 and an Electronic Document Structure*

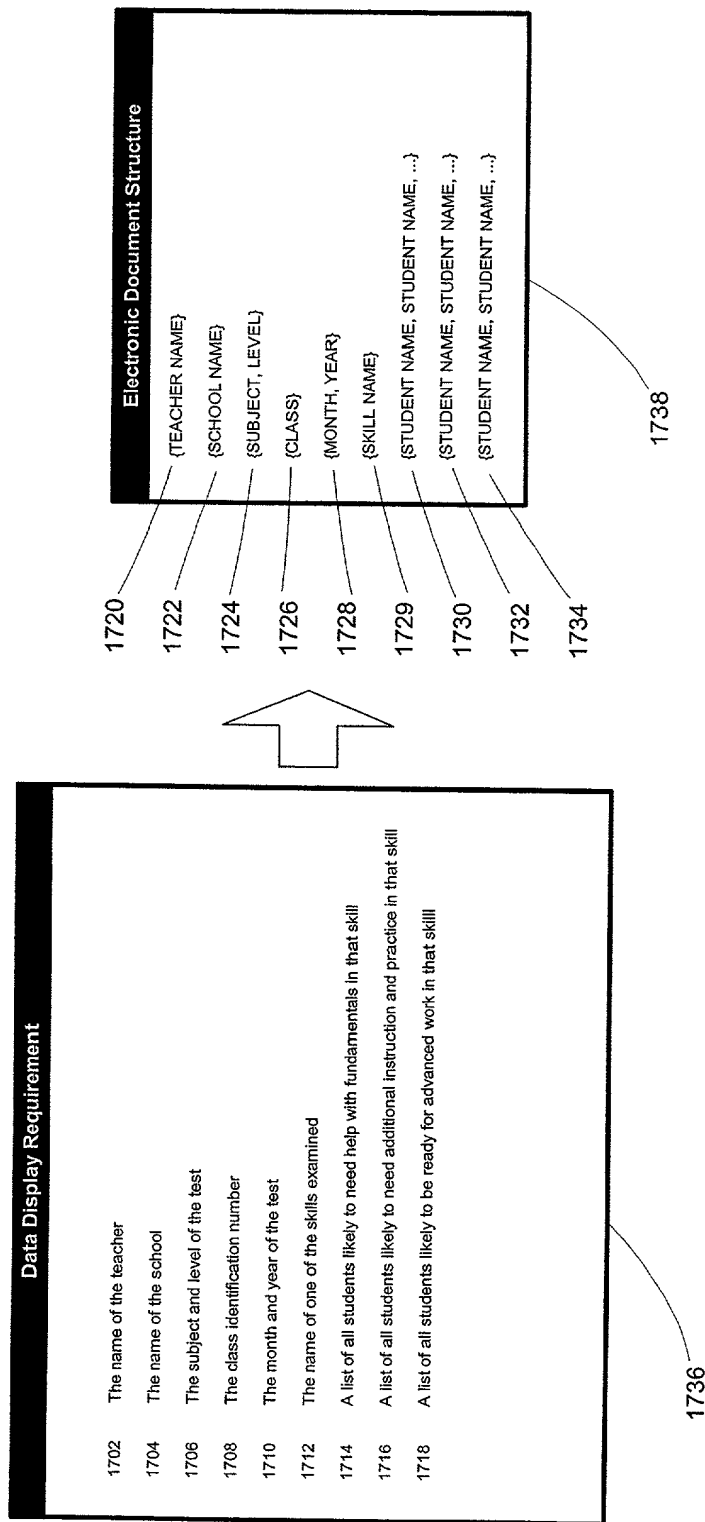




FIGURE 18  
Diagram of a Portion of an Instructional Response Report

1804 1806

```

- <strategies>
  - <fundamentals>
  - <practice>
    - <introduction>
      <p>If your students need some additional instruction and practice, you can try some of
        the activity ideas listed below.</p>
    </introduction>
    - <activity>
      - <description>
        <p>Ask students to think of a few situations in which they might want to add the same
          number over and over. Some ideas to get them started might be:</p>
      - <list>
        <listItem>counting the total number of wheels in a group of 8 cars</listItem>
        <listItem>counting the total number of keys on 5 calculators of the same
          type</listItem>
        <listItem>counting the total number of pencils in 10 boxes of pencils</listItem>
      </list>
        <p>Then have them make up a word problem to go with each situation, and solve a
          few of these problems.</p>
      </description>
    </activity>
    - <activity>
      - <description>
        <p>Ask students to think of a few situations in which they might count things in
          arrays. Here are some arrays they might use.</p>
      - <list>
        <listItem>seats on a bus</listItem>
        <listItem>windows on a building</listItem>
      </list>
        <p>Then have them make up a word problem to go with each situation, and solve a
          few of these problems.</p>
      </description>
    </activity>
    <activity>
      - <description>
        <p>Ask students to think of a few "times as many" situations. Here are some ideas to
          get them started.</p>
      - <list>
        <listItem>One store has 5 times as many customers as another store.</listItem>
        <listItem>One team has 3 times as many points as another team.</listItem>
        <listItem>One car costs 4 times as much as another car.</listItem>
      </list>
        <p>Then have them make up a word problem to go with each situation, and solve a
          few of these problems.</p>
      </description>
    </activity>
    - <activity>
      - <description>
        <p>Ask students to think of a few situations in which they might break a big group
          into smaller groups. Here are some ideas to get them started.</p>
      - <list>
        <listItem>Spread 100 seeds evenly along 10 rows in the garden.</listItem>
        <listItem>Split the class into 4 equal teams to play a game.</listItem>
      </list>
        <p>Then have them make up a word problem to go with each situation, and solve a
          few of these problems.</p>
      </description>
    </activity>
  </practice>
  <advanced>
</strategies>

```

1802

1808

FIGURE 19 (page 1 of 2)

Diagram of a Sample Printed Report

PAGE 4

PAGE 1

1902

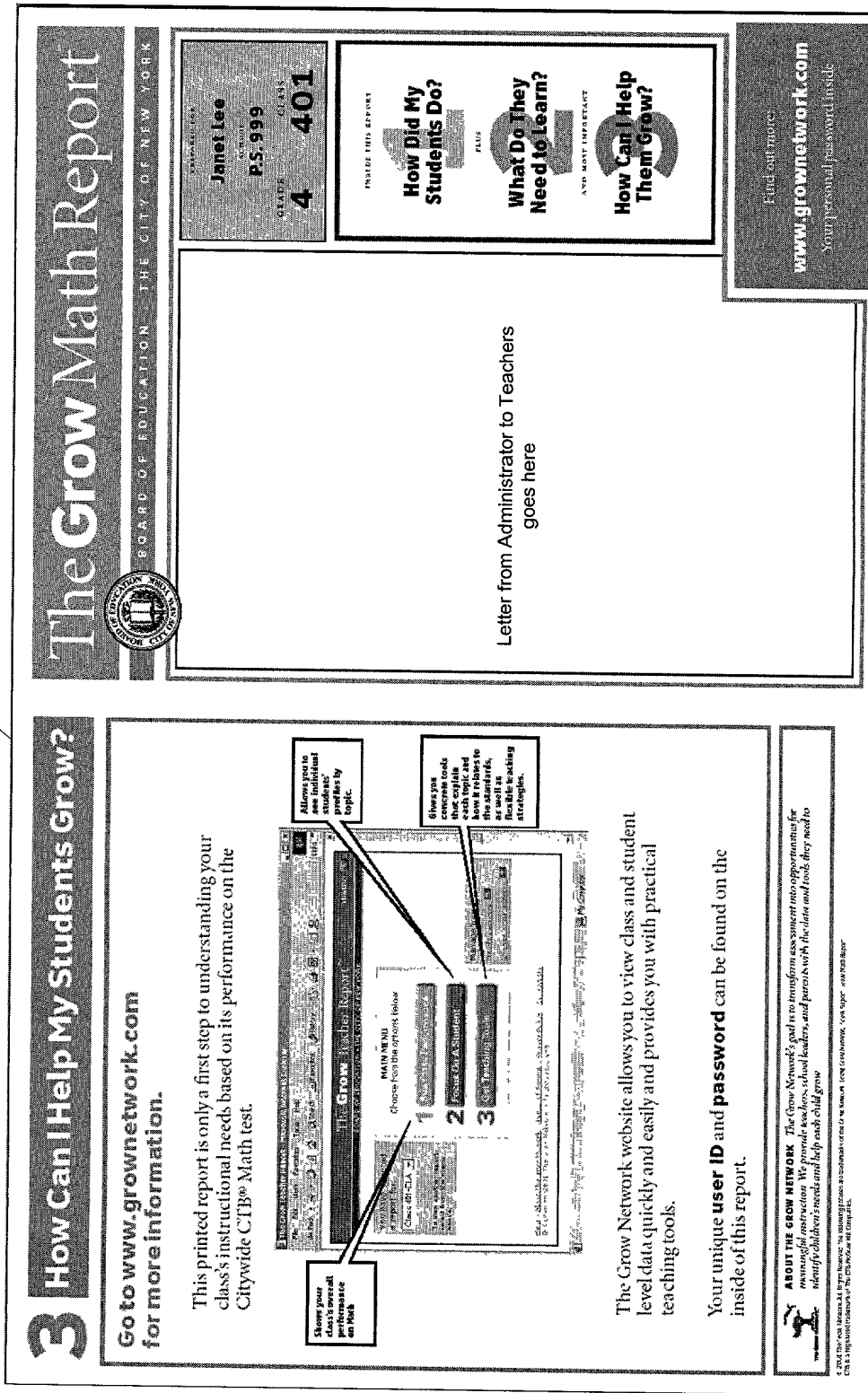


FIGURE 19 (page 2 of 2)

Diagram of a Sample Printed Report

1904

PAGE 2

## How Did My Students Do?

| HOW THE GROW TOPICS EXPRESS THE STANDARDS |   | HOW THE GROW TOPICS EXPRESS THE STANDARDS |   |
|---|---|---|---|
| ADDITION TOPICS                           | ADDITION TOPICS                         | ADDITION TOPICS                           | ADDITION TOPICS                         |
| UNDERSTANDING AND WORKING WITH NUMBERS    | UNDERSTANDING AND WORKING WITH NUMBERS  | UNDERSTANDING AND WORKING WITH NUMBERS    | UNDERSTANDING AND WORKING WITH NUMBERS  |
| Multiplication/Division Problem Solving   | Multiplication/Division Problem Solving | Multiplication/Division Problem Solving   | Multiplication/Division Problem Solving |
| GEOMETRY AND MEASUREMENT                  | GEOMETRY AND MEASUREMENT                | GEOMETRY AND MEASUREMENT                  | GEOMETRY AND MEASUREMENT                |
| Time and Units of Measure                 | Time and Units of Measure               | Time and Units of Measure                 | Time and Units of Measure               |
| PATTERNS AND EARLY ALGEBRA                | PATTERNS AND EARLY ALGEBRA              | PATTERNS AND EARLY ALGEBRA                | PATTERNS AND EARLY ALGEBRA              |
| Number and Shape Patterns                 | Number and Shape Patterns               | Number and Shape Patterns                 | Number and Shape Patterns               |
| Using Number Sentences                    | Using Number Sentences                  | Using Number Sentences                    | Using Number Sentences                  |
| DATA AND PROBABILITY                      | DATA AND PROBABILITY                    | DATA AND PROBABILITY                      | DATA AND PROBABILITY                    |
| Interpreting Tables and Graphs            | Interpreting Tables and Graphs          | Interpreting Tables and Graphs            | Interpreting Tables and Graphs          |
| OPEN-ENDED PROBLEMS                       | OPEN-ENDED PROBLEMS                     | OPEN-ENDED PROBLEMS                       | OPEN-ENDED PROBLEMS                     |
| Problem Solving Strategies                | Problem Solving Strategies              | Problem Solving Strategies                | Problem Solving Strategies              |

1906

PAGE 3

## What Do They Need To Learn?

| HOW THE GROW TOPICS EXPRESS THE STANDARDS |   | HOW THE GROW TOPICS EXPRESS THE STANDARDS |   |
|---|---|---|---|
| ADDITION TOPICS                           | ADDITION TOPICS                         | ADDITION TOPICS                           | ADDITION TOPICS                         |
| UNDERSTANDING AND WORKING WITH NUMBERS    | UNDERSTANDING AND WORKING WITH NUMBERS  | UNDERSTANDING AND WORKING WITH NUMBERS    | UNDERSTANDING AND WORKING WITH NUMBERS  |
| Multiplication/Division Problem Solving   | Multiplication/Division Problem Solving | Multiplication/Division Problem Solving   | Multiplication/Division Problem Solving |
| GEOMETRY AND MEASUREMENT                  | GEOMETRY AND MEASUREMENT                | GEOMETRY AND MEASUREMENT                  | GEOMETRY AND MEASUREMENT                |
| Time and Units of Measure                 | Time and Units of Measure               | Time and Units of Measure                 | Time and Units of Measure               |
| PATTERNS AND EARLY ALGEBRA                | PATTERNS AND EARLY ALGEBRA              | PATTERNS AND EARLY ALGEBRA                | PATTERNS AND EARLY ALGEBRA              |
| Number and Shape Patterns                 | Number and Shape Patterns               | Number and Shape Patterns                 | Number and Shape Patterns               |
| Using Number Sentences                    | Using Number Sentences                  | Using Number Sentences                    | Using Number Sentences                  |
| DATA AND PROBABILITY                      | DATA AND PROBABILITY                    | DATA AND PROBABILITY                      | DATA AND PROBABILITY                    |
| Interpreting Tables and Graphs            | Interpreting Tables and Graphs          | Interpreting Tables and Graphs            | Interpreting Tables and Graphs          |
| OPEN-ENDED PROBLEMS                       | OPEN-ENDED PROBLEMS                     | OPEN-ENDED PROBLEMS                       | OPEN-ENDED PROBLEMS                     |
| Problem Solving Strategies                | Problem Solving Strategies              | Problem Solving Strategies                | Problem Solving Strategies              |

1908

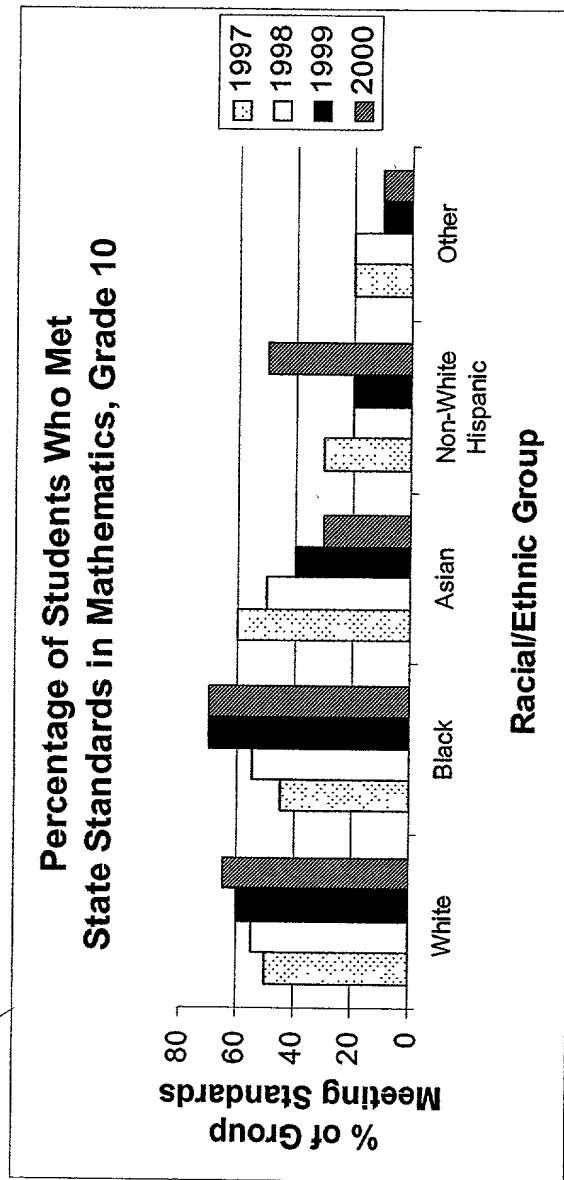
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1912

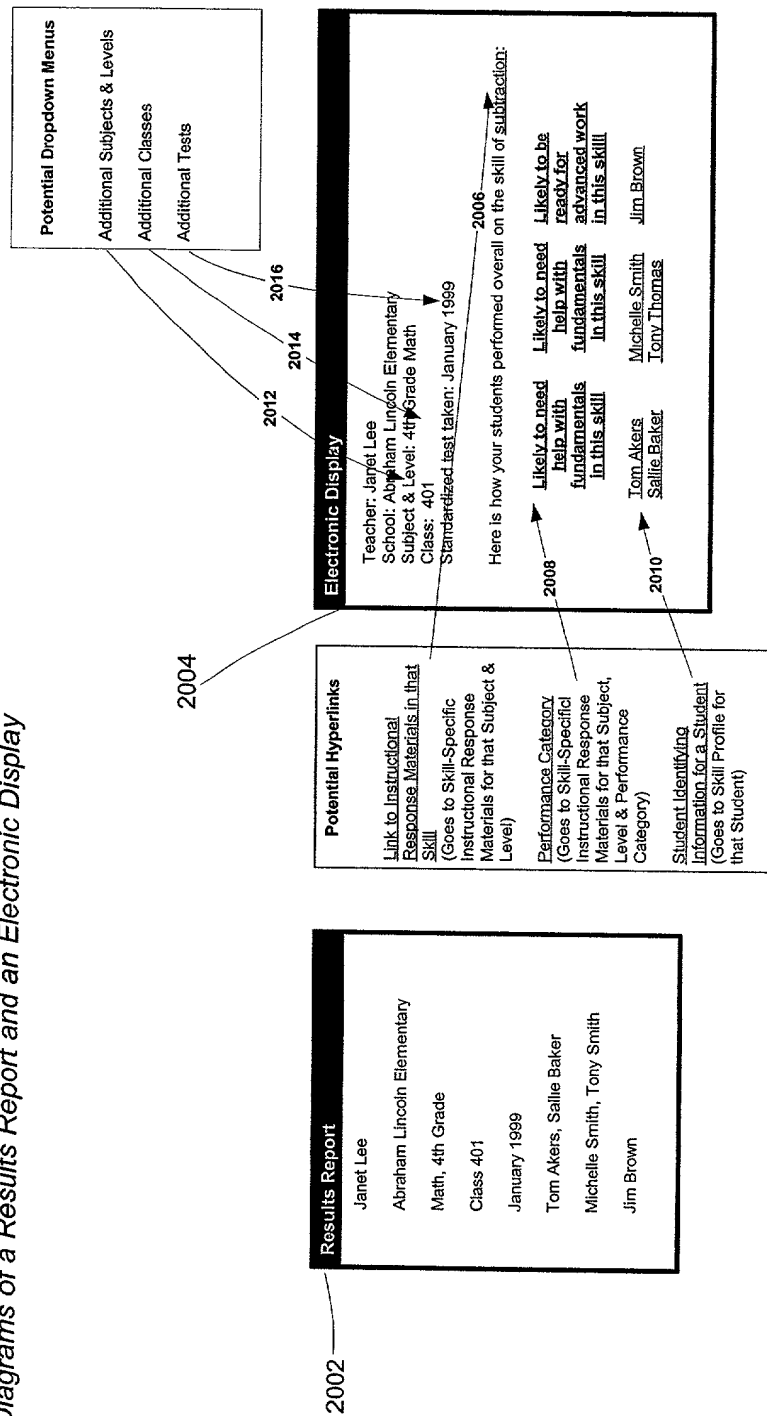
1910

**FIGURE 19A**  
*Diagram of a Complex Data Display in Print*

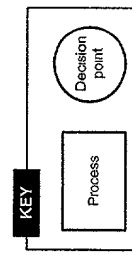
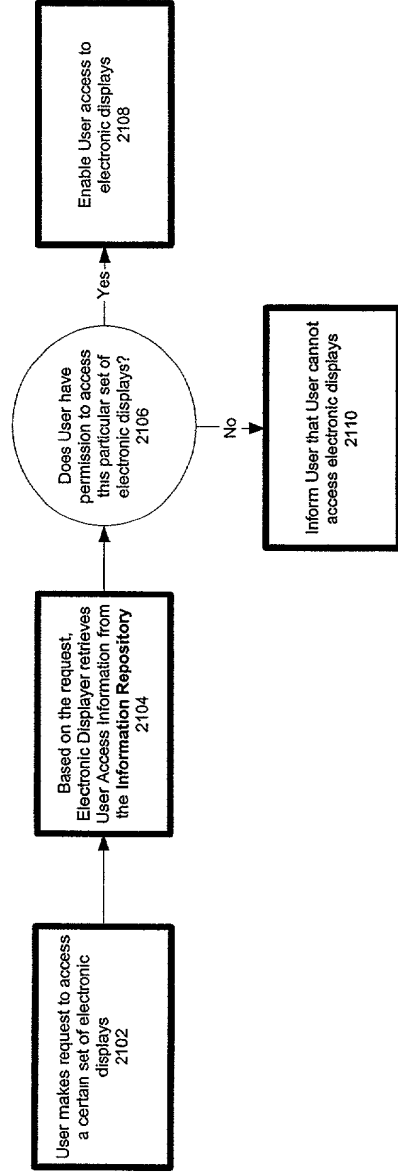
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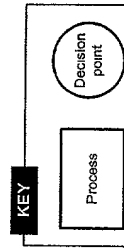
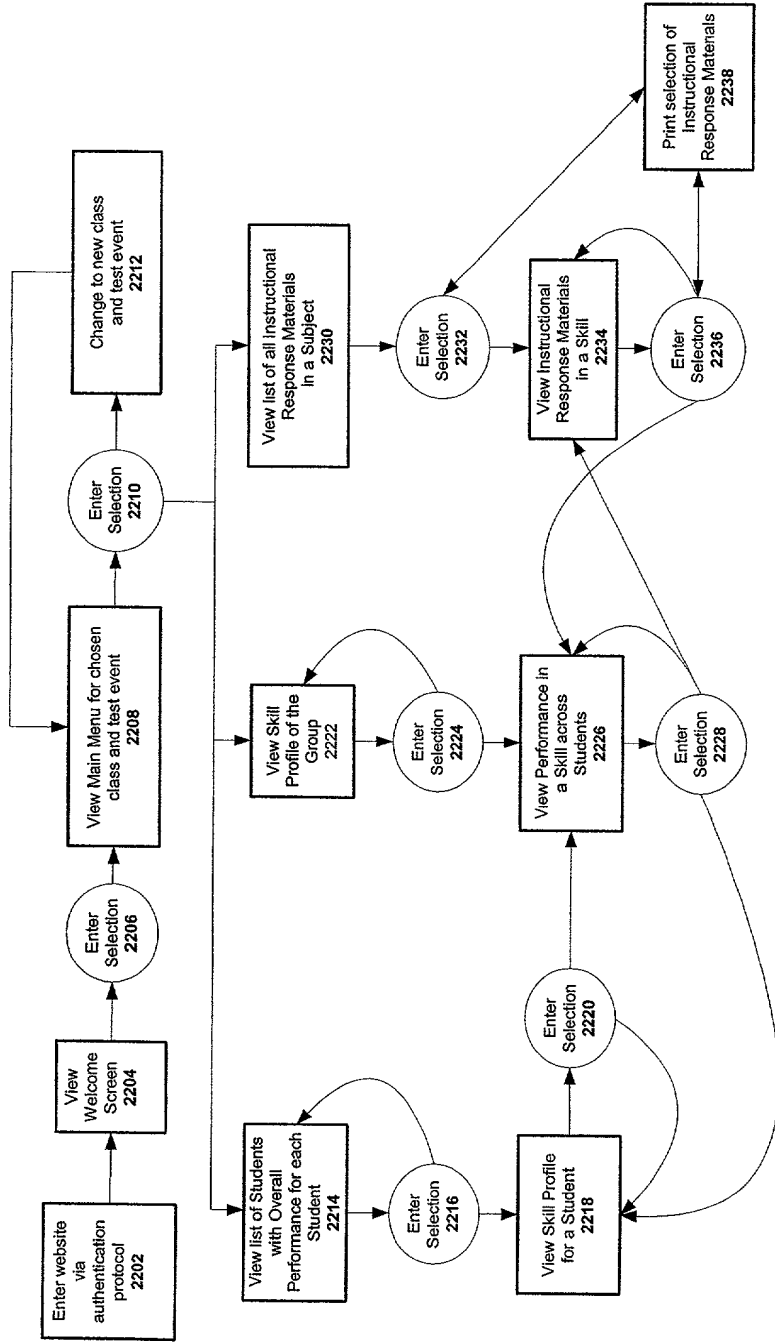
**FIGURE 20**  
*Diagrams of a Results Report and an Electronic Display*



**FIGURE 21**  
*Flowchart of the User Authentication Process*



**FIGURE 22**  
*Flowchart of a Display Website*



In addition to the linkages shown here, all "Enter Selection" decision points allow User to:

- \* Return to Main Menu
- \* Go to help and general information screens
- \* Change user authentication information
- \* Log out

**FIGURE 23**  
*Diagram of a "Welcome" Display*

2302

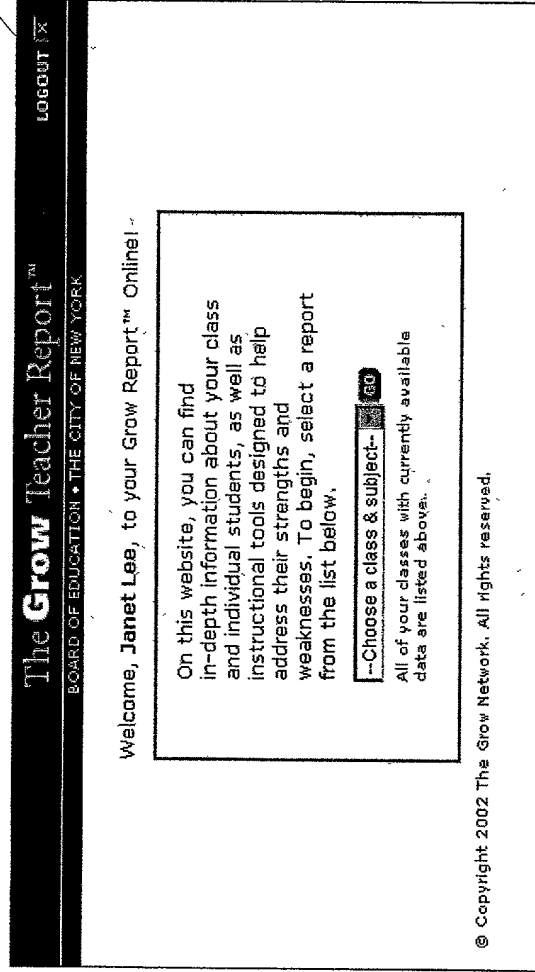






FIGURE 25  
Diagram of a "Students' Overall Performance" Display

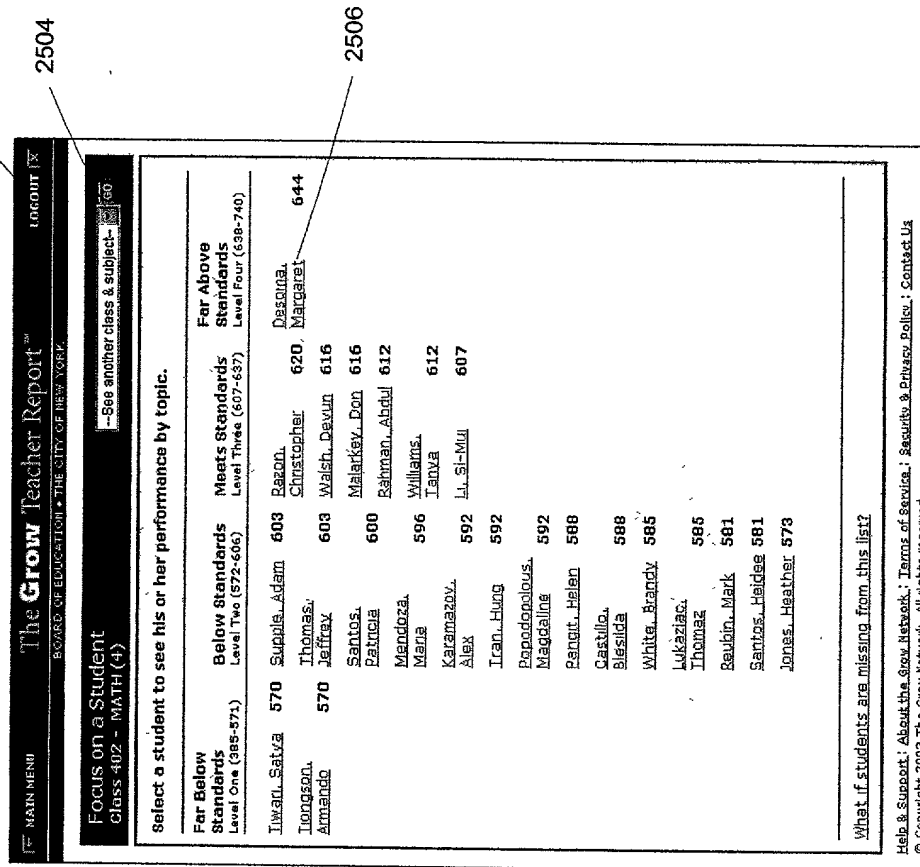


FIGURE 26

Diagram of a "Skill Profile of a Student" Display

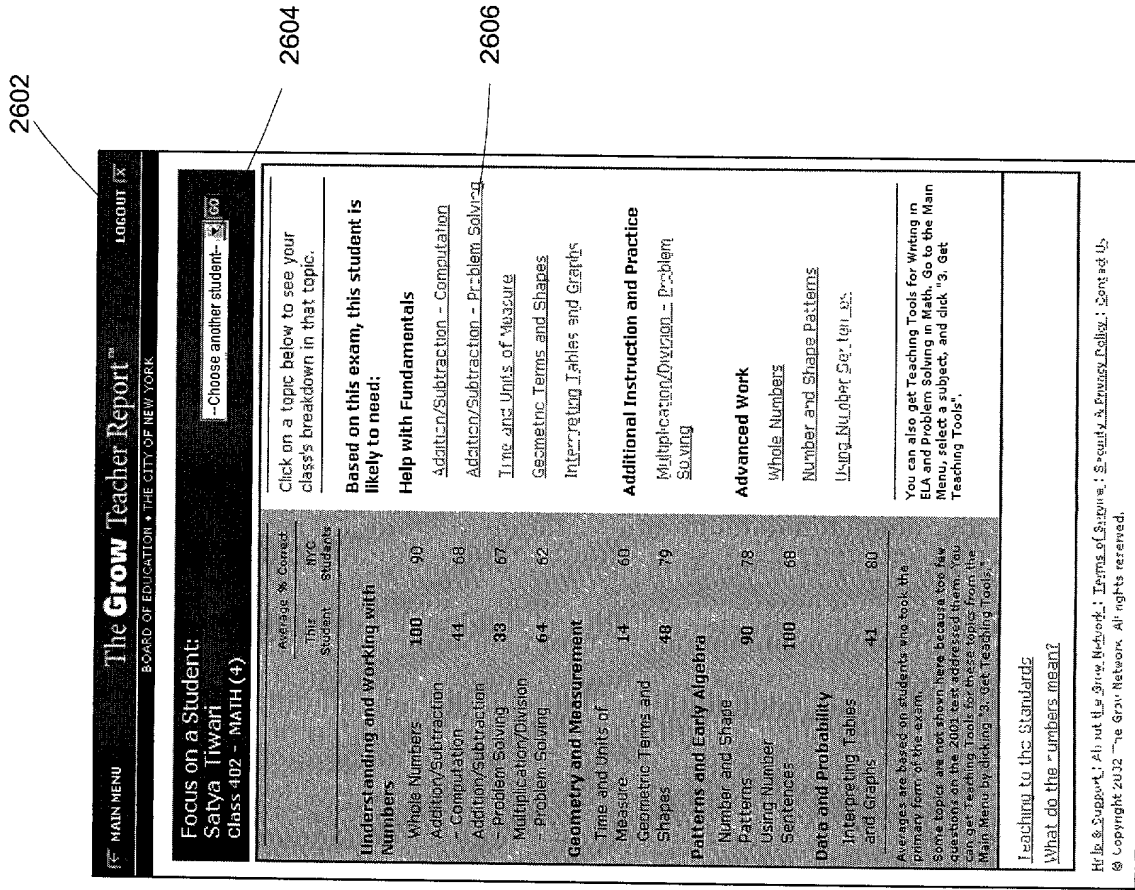


FIGURE 27

Diagram of a "Skill Profile of a Group" Display

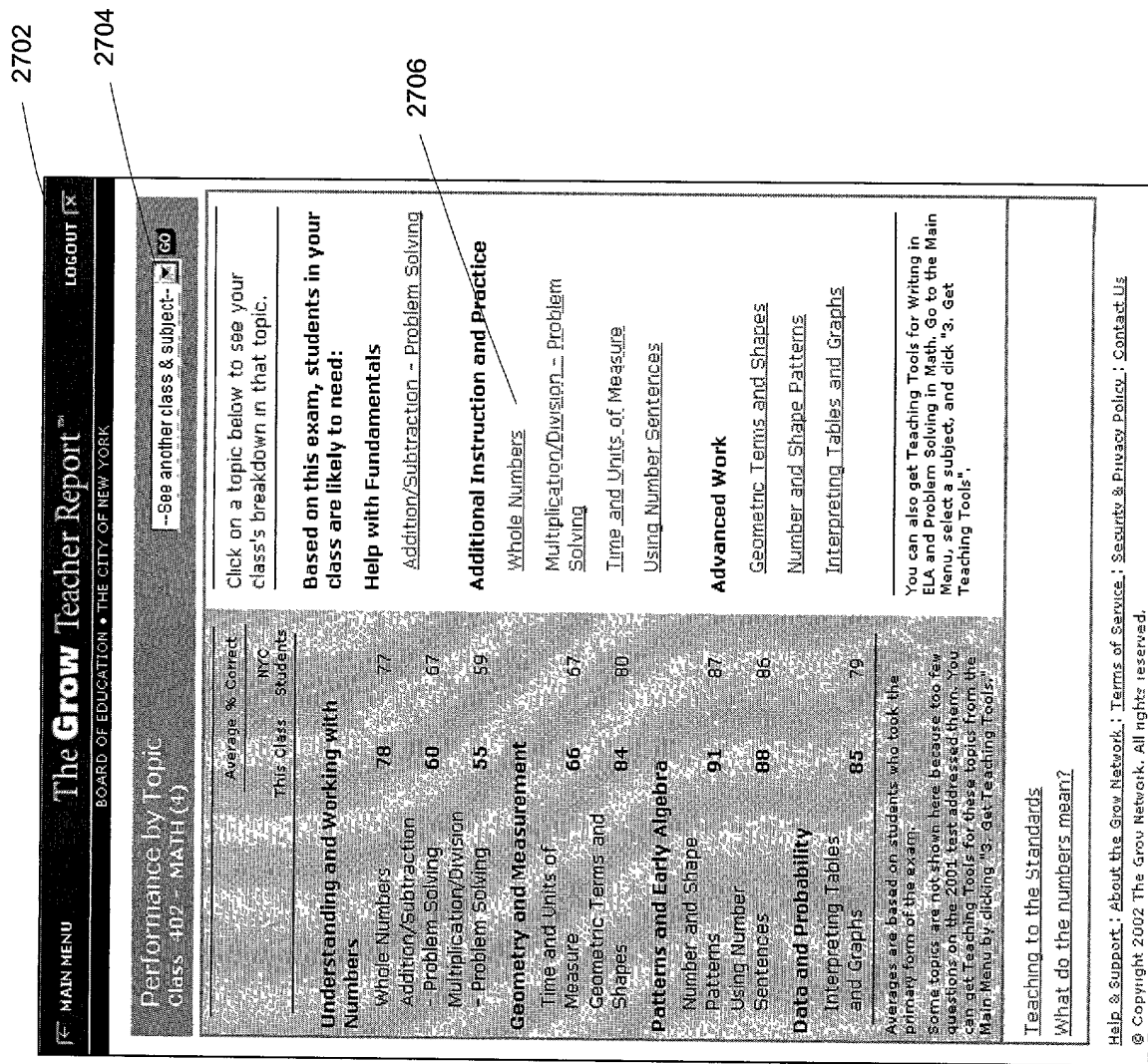


FIGURE 28  
Diagram of a "Performance in a Skill across Students" Display

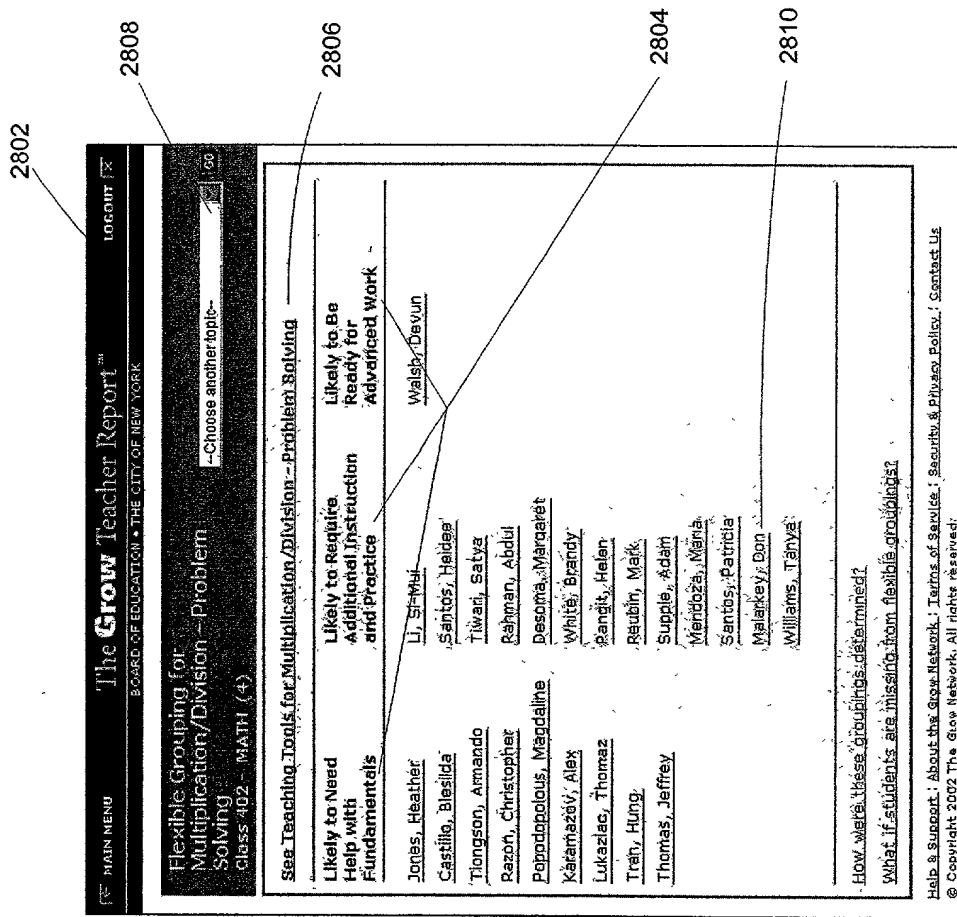


FIGURE 29  
Diagram of a "Listing of Instructional Tools" Display

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Get Teaching Tools™ for all Topics  
Class 402 - MATH (4)

Click on a topic to see detailed instructional information.

|  |  |
|--|--|
| <u><b>Addition/Subtraction - Computation</b></u> <ol style="list-style-type: none"> <li>1. Facts and Computation</li> </ol>  | <u><b>Multiplication and Division - Problem Solving</b></u> <ol style="list-style-type: none"> <li>1. Multiplication Situations</li> <li>2. Division Situations</li> <li>3. What To Do With Remainders</li> <li>4. "Increasing Over Time"</li> <li>5. Situations With a Twist</li> </ol> |
| <u><b>Addition/Subtraction - Problem Solving</b></u> <ol style="list-style-type: none"> <li>1. Addition Situations</li> <li>2. Subtraction Situations</li> <li>3. Situations With a Twist</li> </ol> |  |
| <u><b>Fractions and Decimals</b></u> <ol style="list-style-type: none"> <li>1. Understanding Fractions</li> <li>2. Understanding Decimals</li> <li>3. Ordering Fractions and Decimals</li> </ol>     | <u><b>Number and Shape Patterns</b></u> <ol style="list-style-type: none"> <li>1. Exploring Sequences of Numbers</li> <li>2. Exploring Sequences of Shapes</li> <li>3. Exploring Geometric Patterns</li> </ol>   |
| <u><b>Geometric Terms and Shapes</b></u> <ol style="list-style-type: none"> <li>1. Identifying and Imagining Shapes</li> <li>2. Shapes That Look Alike</li> <li>3. Moving Shapes Around</li> </ol>   | <u><b>Problem-Solving Strategies</b></u> <ol style="list-style-type: none"> <li>1. Making a Plan</li> <li>2. Carrying out the Plan</li> <li>3. Putting it into Words</li> </ol>  |
| <u><b>Interpreting Tables and Graphs</b></u> <ol style="list-style-type: none"> <li>1. Interpreting Tables</li> <li>2. Interpreting Graphs</li> <li>3. Creating Tables and Graphs</li> </ol>         | <u><b>Time and Units of Measure</b></u> <ol style="list-style-type: none"> <li>1. Basic Time and Money Skills</li> <li>2. Clocks, Calendars, and Time</li> <li>3. Units of Measure</li> <li>4. Making Actual Measurements</li> </ol>   |
| <u><b>Likely Outcomes</b></u> <ol style="list-style-type: none"> <li>1. Talking about probability</li> <li>2. Finding the probability</li> <li>3. Counting the number of combinations</li> </ol>     | <u><b>Using Number Sentences</b></u> <ol style="list-style-type: none"> <li>1. What is a Number Sentence?</li> <li>2. Understanding Number Sentences</li> <li>3. Number Sentences and Problem Solving</li> </ol>   |
|  | <u><b>Whole Numbers</b></u> <ol style="list-style-type: none"> <li>1. Place Value</li> <li>2. Ordering Numbers</li> <li>3. Rounding Numbers</li> </ol>   |

2902

FIGURE 30

Diagram of an "Instructional Tools" Display

3002

MAIN MENU

LOGOUT

The Grow Teacher Report™

BOARD OF EDUCATION • THE CITY OF NEW YORK

Teaching Tools for Fractions and Decimals

CLASS: 402 - MATH (+)

-Choose another topic-

Contents

Introduction

Essentials

1. Understanding Fractions

2. Understanding Decimals

3. Ordering Fractions and Decimals

Activities

Help with Fundamentals

Additional Instruction and practice

Advanced work

Resource Problems

For Essential 1

For Essential 2

For Essential 3

For All Essentials

Resources

Curriculum Resources

Online Resources

The Standards

Introduction

As students learn more and more about numbers, they recognize the need for numbers in between whole numbers. What if you want to share one cookie between two friends? How much should each person get? When we break groups or whole items into equal parts, we can create fractions and decimals. What part of the pizza has been eaten? What portion of the picture is shaded? Initially, students' experiences with fractions and decimals center around exploring part of a whole. The ability to work with fractions and decimals will expand the range of problems that students can solve.

The Essentials of Fractions and Decimals

1. Understanding Fractions

2. Understanding Decimals

3. Ordering Fractions and Decimals

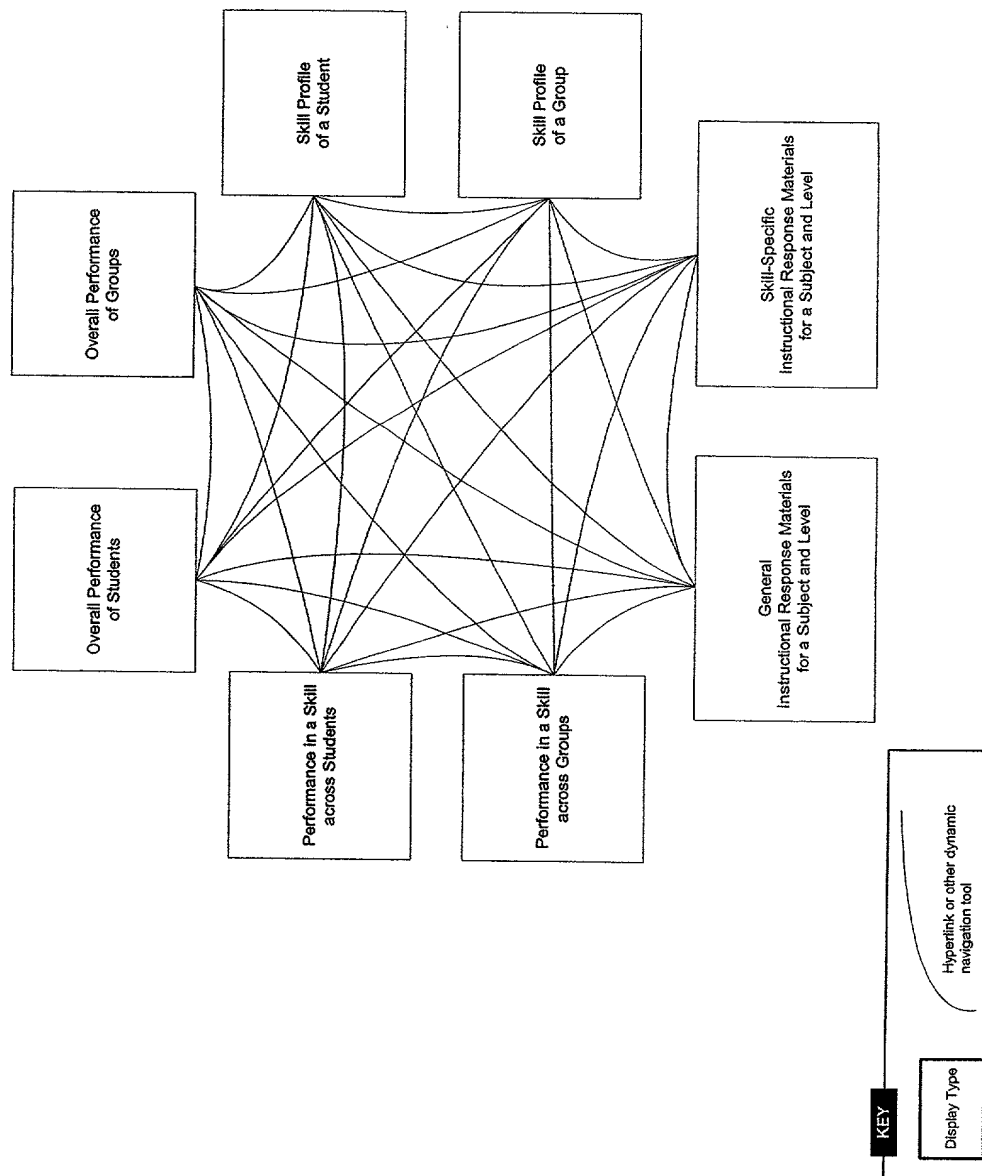
NEXT >

Help & Support : About the Grow Network : Terms of Service : Security & Privacy Policy : Contact Us

3004

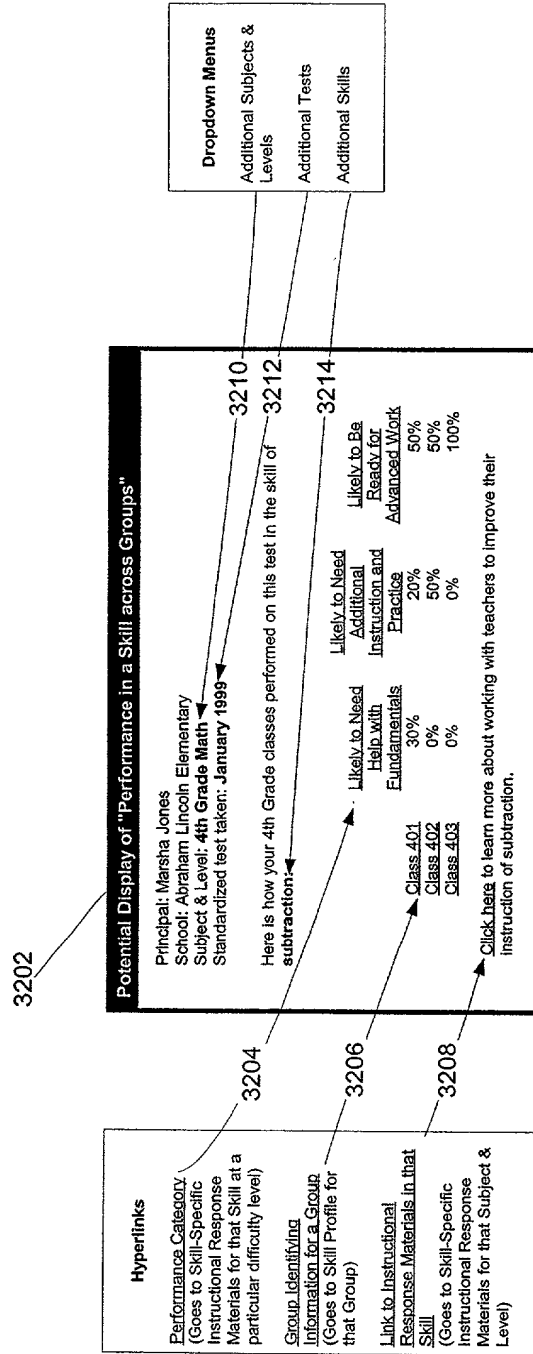
39 / 48

**FIGURE 31**  
*Diagram of Potential Hyperlinks in a Display Website*

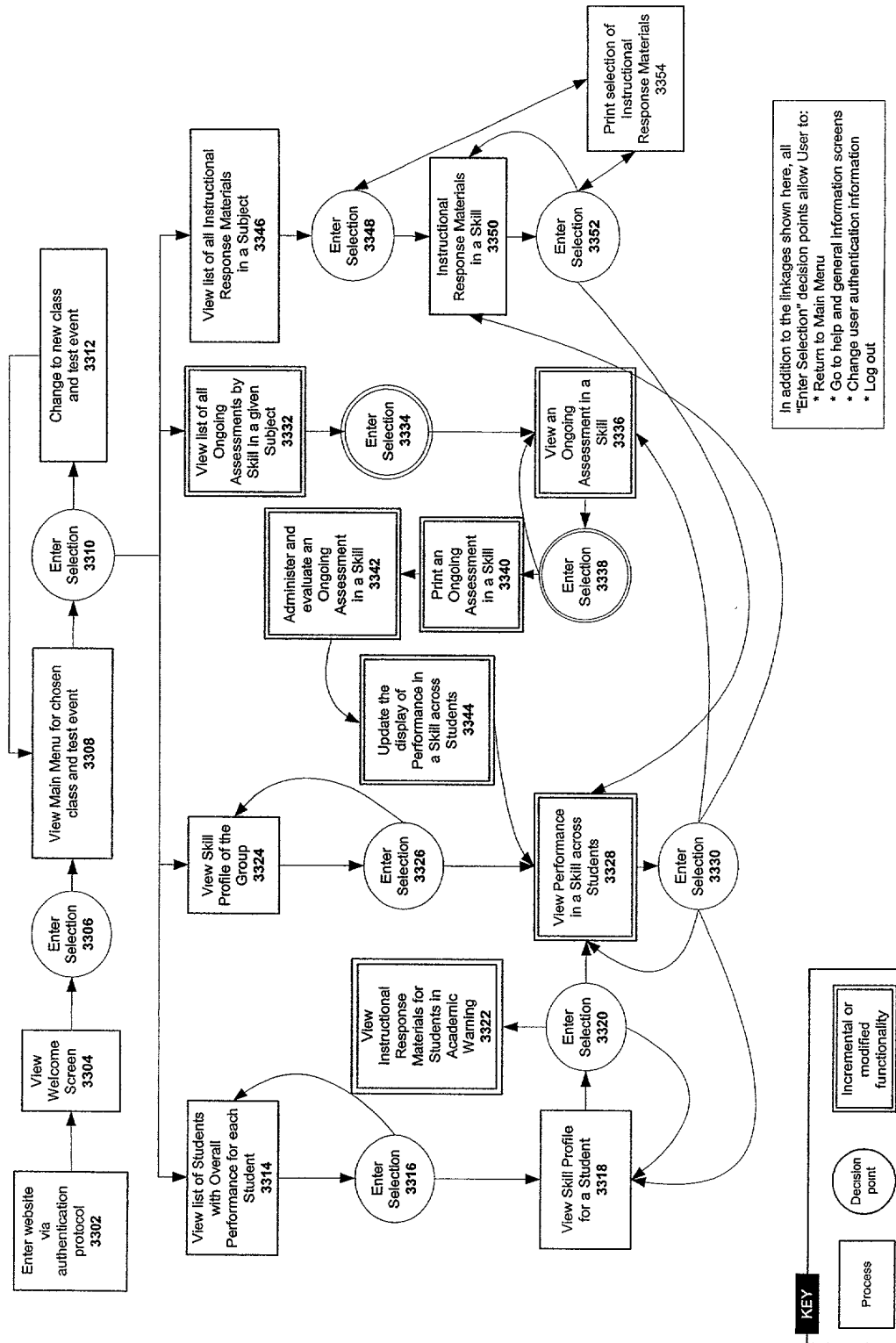




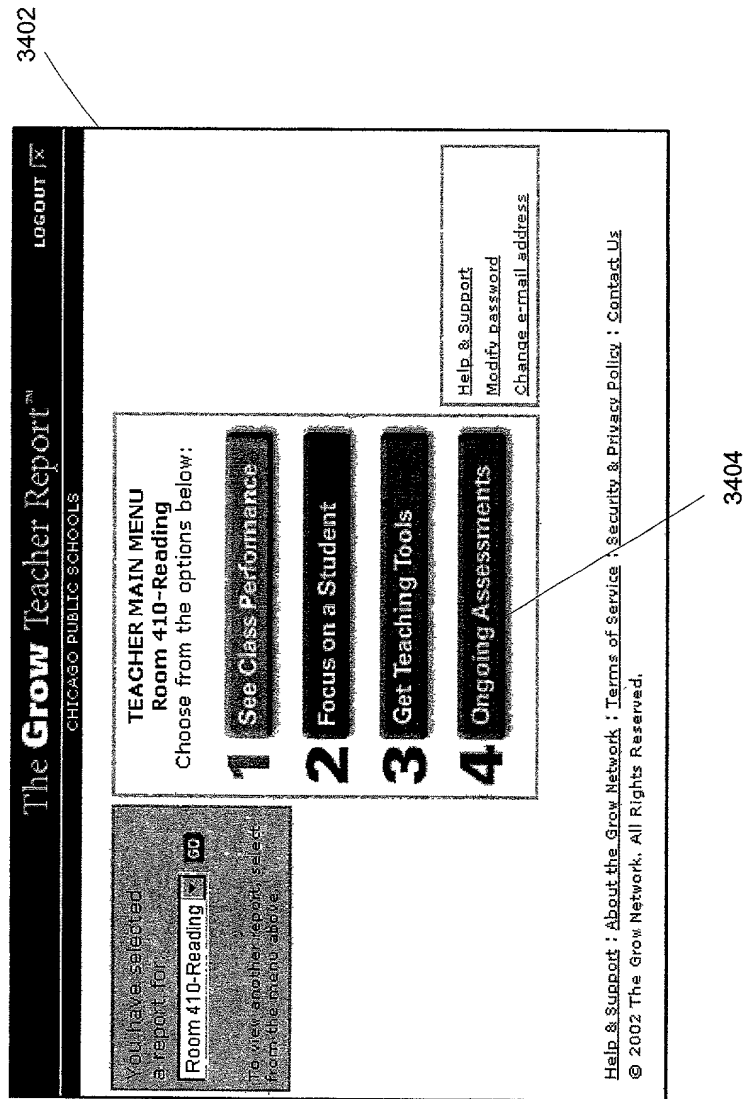
**FIGURE 32**  
*Diagram of a Potential Electronic Display of "Performance in a Skill across Groups"*



**FIGURE 33**  
*Flowchart of a Display Website with an Ongoing Assessment Component*



**FIGURE 34**  
*Diagram of a "Welcome" Display for a Website with an Ongoing Assessment Component*



MAIN MENU
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LOGOUT
CHICAGO PUBLIC SCHOOLS

Ongoing Assessments: Reading

Update Flexible Groupings

Contents

- Author's Purpose
- Cause and Effect
- Character
- Fact and Opinion
- Genre and Literary Terms
- Main Idea and Theme
- Predicting Outcomes
- Sequence
- Setting
- Words and Phrases in Context

What are Ongoing Assessments?

The Grow Network's Ongoing Assessments in Reading are a good way to "take the pulse" of your class in important topic areas. You can give an Ongoing Assessment at the start of a unit, at the end of a unit, or whenever you want to find out quickly "where your class stands" in any given area.

When you finish grading an Ongoing Assessment for any given student in your class, you can update the student's Flexible Grouping information in your Grow Report Online.

Format of Ongoing Assessments

Ongoing Assessments include sample questions, an answer sheet, and a teacher reference guide with scoring suggestions.

Each Ongoing Assessment in Reading is made up of two multiple choice and two short answer questions. These questions are chosen to test your students' ability to comprehend key details from a brief reading passage.

Ongoing Assessments are designed to be easy to grade. Scoring on the multiple choice questions is always 1 point for a correct answer and 0 points for an incorrect answer. Scoring on the short answer questions is 2 points for a correct response, 1 point for a partially correct response, and 0 points for an incorrect response.

Here is a suggested way to update the Flexible Groupings in your Grow Report Online, based on how your students perform on the Ongoing Assessment:

- 0-1 points Fundamentals column
- 2-4 points Practice column
- 5-6 points Advanced Work column

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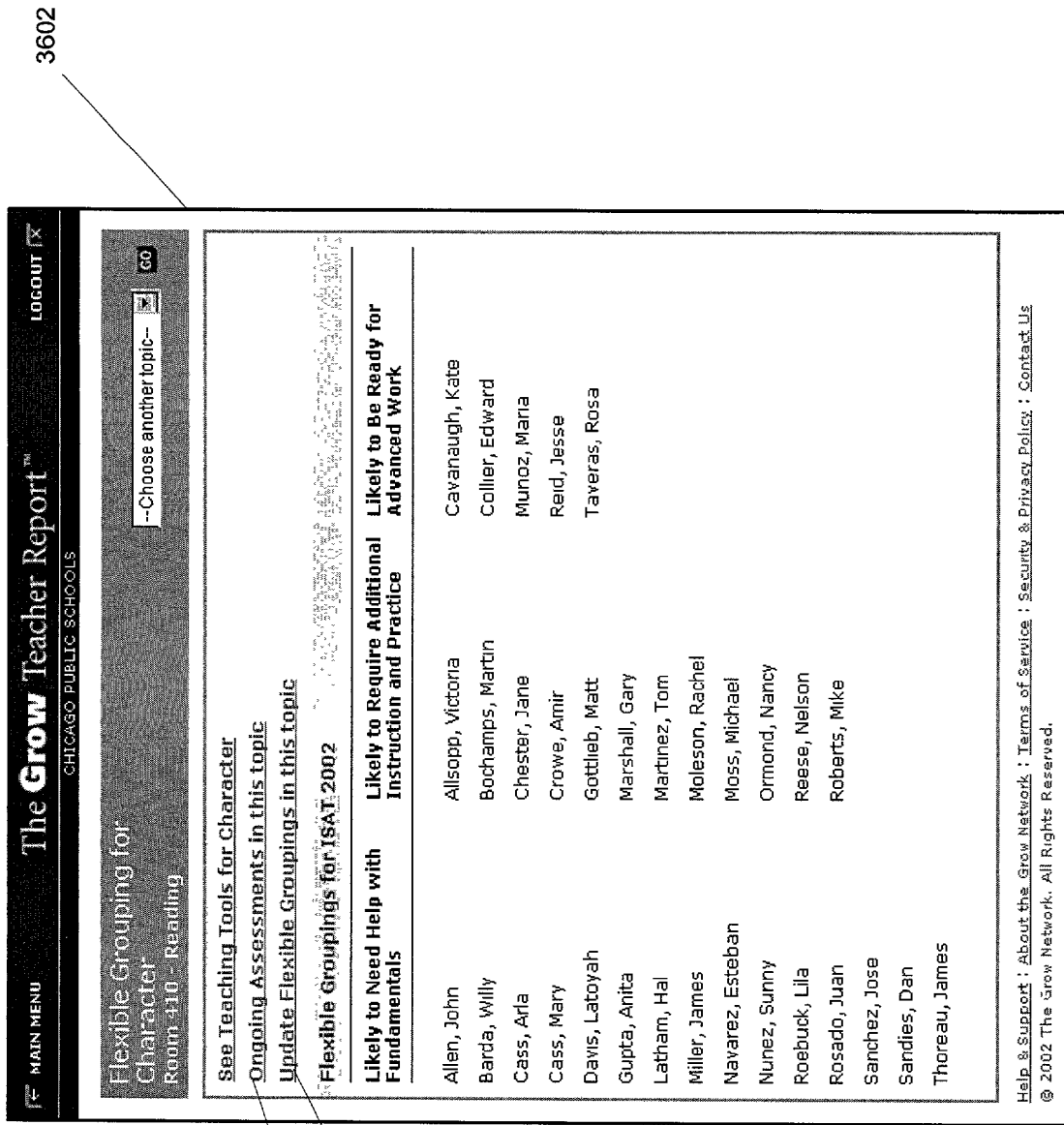
FIGURE 35  
Diagram of an "Introduction to Ongoing Assessments" Display for a Website  
with an Ongoing Assessment Component

3504

3502

FIGURE 36

Diagram of a "Performance in a Skill across Students" Display for a Website with an Ongoing Assessment Component



**FIGURE 37**  
 Diagram of an "Update Student Skill Assignments" Display for a Website  
 with an Ongoing Assessment Component

MAIN MENU
The **Grow** Teacher Report™
LOGOUT
CHICAGO PUBLIC SCHOOLS

### Update Flexible Groupings

In order to move a student to a new category, click the circle under the appropriate column for each student. Then click "Submit" at the bottom of the page. To start over with the previous values, click "Reset."

☐ = Original position  
☒ F = Help With Fundamentals  
☐ P = Additional Instruction and Practice  
☐ A = Advanced Work

Source of Information: **Ongoing Assessments**

2012-2013 3rd Grade  
F Score Sheet

|                   | F                                | P                                | A                                |
|-------------------|----------------------------------|----------------------------------|----------------------------------|
| Allen, John       | <input checked="" type="radio"/> | <input type="radio"/>            | <input type="radio"/>            |
| Allsopp, Victoria | <input type="radio"/>            | <input checked="" type="radio"/> | <input type="radio"/>            |
| Barda, Willy      | <input checked="" type="radio"/> | <input type="radio"/>            | <input type="radio"/>            |
| Bochamps, Martin  | <input type="radio"/>            | <input checked="" type="radio"/> | <input type="radio"/>            |
| Cass, Arla        | <input checked="" type="radio"/> | <input type="radio"/>            | <input type="radio"/>            |
| Cass, Mary        | <input checked="" type="radio"/> | <input type="radio"/>            | <input type="radio"/>            |
| Cavanaugh, Kate   | <input type="radio"/>            | <input type="radio"/>            | <input checked="" type="radio"/> |
| Chester, Jane     | <input type="radio"/>            | <input checked="" type="radio"/> | <input type="radio"/>            |
| Collier, Edward   | <input type="radio"/>            | <input type="radio"/>            | <input checked="" type="radio"/> |
| Crowe, Amir       | <input type="radio"/>            | <input checked="" type="radio"/> | <input type="radio"/>            |
| Davis, Latoyah    | <input checked="" type="radio"/> | <input type="radio"/>            | <input type="radio"/>            |
| Gottlieb, Matt    | <input type="radio"/>            | <input checked="" type="radio"/> | <input type="radio"/>            |
| Gupta, Anita      | <input checked="" type="radio"/> | <input type="radio"/>            | <input type="radio"/>            |
| Latham, Hal       | <input checked="" type="radio"/> | <input type="radio"/>            | <input type="radio"/>            |
| Marshall, Gary    | <input type="radio"/>            | <input checked="" type="radio"/> | <input type="radio"/>            |
| Martinez, Tom     | <input type="radio"/>            | <input checked="" type="radio"/> | <input type="radio"/>            |
| Miller, James     | <input checked="" type="radio"/> | <input type="radio"/>            | <input type="radio"/>            |
| Moleson, Rachel   | <input type="radio"/>            | <input checked="" type="radio"/> | <input type="radio"/>            |
| Moss, Michael     | <input type="radio"/>            | <input checked="" type="radio"/> | <input type="radio"/>            |
| Munoz, Mana       | <input type="radio"/>            | <input checked="" type="radio"/> | <input type="radio"/>            |
| Navarez, Esteban  | <input checked="" type="radio"/> | <input type="radio"/>            | <input type="radio"/>            |
| Nunez, Sunny      | <input checked="" type="radio"/> | <input type="radio"/>            | <input type="radio"/>            |
| Ormond, Nancy     | <input type="radio"/>            | <input checked="" type="radio"/> | <input type="radio"/>            |
| Reese, Nelson     | <input type="radio"/>            | <input checked="" type="radio"/> | <input type="radio"/>            |
| Moleson, Rachel   | <input type="radio"/>            | <input checked="" type="radio"/> | <input type="radio"/>            |
| Moss, Michael     | <input type="radio"/>            | <input checked="" type="radio"/> | <input type="radio"/>            |
| Munoz, Mana       | <input type="radio"/>            | <input checked="" type="radio"/> | <input type="radio"/>            |
| Navarez, Esteban  | <input checked="" type="radio"/> | <input type="radio"/>            | <input type="radio"/>            |
| Nunez, Sunny      | <input checked="" type="radio"/> | <input type="radio"/>            | <input type="radio"/>            |
| Ormond, Nancy     | <input type="radio"/>            | <input checked="" type="radio"/> | <input type="radio"/>            |
| Reese, Nelson     | <input type="radio"/>            | <input checked="" type="radio"/> | <input type="radio"/>            |
| Reid, Jesse       | <input type="radio"/>            | <input type="radio"/>            | <input checked="" type="radio"/> |
| Roberts, Mike     | <input type="radio"/>            | <input checked="" type="radio"/> | <input type="radio"/>            |
| Roebuck, Lila     | <input checked="" type="radio"/> | <input type="radio"/>            | <input type="radio"/>            |
| Rosado, Juan      | <input checked="" type="radio"/> | <input type="radio"/>            | <input type="radio"/>            |
| Sanchez, Jose     | <input checked="" type="radio"/> | <input type="radio"/>            | <input type="radio"/>            |
| Sandies, Dan      | <input checked="" type="radio"/> | <input type="radio"/>            | <input type="radio"/>            |
| Taveras, Rosa     | <input type="radio"/>            | <input type="radio"/>            | <input checked="" type="radio"/> |
| Thorpeau, James   | <input checked="" type="radio"/> | <input type="radio"/>            | <input type="radio"/>            |

Submit
Reset

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3702

3704

**FIGURE 38**  
**Diagram of an "Ongoing Assessment" Display for a Website**  
**with an Ongoing Assessment Component**

[ Press the back button on your browser to return to where you were ]

**Chicago Public Schools - Grade 4 Reading**

**Character**

The Grow Network Ongoing Assessment

---

*Read the following passage. Then answer the questions below.*

---

Michelle wanted to be the best shot on her basketball team. Every morning she went to school early and spent an hour practicing in the gym by herself. In the evening, she would practice all alone at the playground near her house. She loved the swish sound of a perfect shot, and she was improving every day. But she still wasn't as good as her best friend Lisa, the team's star forward. Sometimes Lisa teased her for trying so hard, but Michelle would just smile and keep practicing.

- Which word best describes Michelle?
  - jealous
  - dedicated
  - lonely
  - frustrated
- At the end of the passage, why does Michelle smile?
  - Lisa has just told Michelle a joke
  - Michelle likes being alone
  - Michelle is about to make a successful shot
  - Michelle is confident that she's doing the right thing
- Michelle and Lisa are both characters in this passage. List three (3) things the passage tells us about Lisa.
- In your own words, describe what problem Michelle faces. What does she do to overcome it?

---

**SCORING GUIDE**

- The correct answer is (b), dedicated
 

0 Points = incorrect or no answer  
 1 Point = correct answer
- The correct answer is (d), Michelle is confident that she's doing the right thing
 

0 Points = incorrect or no answer  
 1 Point = correct answer
- For sample responses, see Teacher Reference Guide below
 

0 Points = all incorrect or no answer  
 1 Point = one or two things about Lisa  
 2 Points = three things about Lisa
- For sample responses, see Teacher Reference Guide below
 

0 Points = no answer or both parts of question incorrect  
 1 Point = one part of question correct  
 2 Points = both parts of question correct

**TOTAL SCORE**

Here is a suggested way to update the Flexible Groupings in your Grow Report Online, based on a student's total score on the Ongoing Assessment

0-1 points Fundamentals column  
 2-4 points Practice column  
 5-6 points Advanced Work column

3802

3804

3806

3808

FIGURE 39

Diagram of a "Focus on a Student" Display for a Website with an Ongoing Assessment Component

